



Pomona 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 non-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:

Trails End Ranch, a 51 acre property two miles from campus, is included in the report submission. It is owned and operated by Pomona College as a satellite field station and conference center.

Operational Characteristics

Criteria

n/a

Submission Note:

Millikan Hall was demolished in October of 2013, three months into the fiscal year.

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

Endowment size:

2,101,461 US/Canadian \$

Total campus area:

191 Acres

IECC climate region:

Hot-Dry

Locale:

Urban fringe of large city

Gross floor area of building space:

1,768,526 Gross Square Feet

Conditioned floor area:

1,450,526 Square Feet

Floor area of laboratory space:

150,795 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

57,874 Square Feet

Floor area of residential space:

552,497 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	1
Coal	6
Geothermal	9
Hydro	4
Natural gas	28
Nuclear	6
Solar photovoltaic	1
Wind	10
Other (please specify and explain below)	1

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

small hydro

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	99.98
Other (please specify and explain below)	0.02

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

Propane

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

3

Number of academic departments (or the equivalent):

43

Full-time equivalent enrollment:

1,584

Full-time equivalent of employees:

700

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

1,612

Total number of graduate students:

0

Number of degree-seeking students:

1,587

Number of non-credit students:

25

Number of employees:

747

Number of residential students:

1,488

Number of residential employees:

19

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

Responsible Party

Jennifer Schmidt

SIO Staff

Sustainability Integration Office

Criteria

Part 1

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

Part 2

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

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

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

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	803	0
Number of sustainability courses offered	21	0
Number of courses offered that include sustainability	47	0

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

18

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

43

Number of years covered by the data:

One

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

[AASHE Sustainability Course List '13-'14_1_1.xlsx](#)

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

Course Title (see attached for more information):

BIOL121 PO-01 Insect Ecology & Behavior w/Lab

BIOL001C PO-01 Biology of Garden Plants

CHEM106 PO-01 Environmental Chemistry

ID 001 PO-02 Critical Inquiry Seminar - Arts Immersion: Air

ID 001 PO-06 Critical Inquiry Seminar - Cold Places

PE 012 PO-01 Beginning Backpacking

PE 017 PO-01 Intro to Wilderness Survival

PHYS017 PO-01 Phys in Society: Energy Policy

BIOL041E PO-01 Intro Ecol & Evolutnry Bio w/Lab

BIOL106 PO-01 Aquatic Ecology

GEOL127 PO-01 Mineralogy w/Laboratory

GEOL129 PO-01 Geophysics w/ Laboratory

GEOL020D PO-01 Paleontology/Evol Earth's Biosph
GEOL020E PO-01 Oceanography
GEOL111A PO-01 Introduction to GIS
HIST100F PO-01 Food/Culture/Power in Asia/Pacif
PE 010 PO-01 Hiking/Geocaching
PHIL038 PO-01 Bioethics
ARHI179 PO-01 Modern Architecture, City, Landscape and Sustainability.
BIOL189S PO-01 Urban Ecology
BIOL104 PO-01 Conservation Biology
ECON127 PO-01 Environmental Economics
ECON125 PO-01 Natural Resource Econ & Policy
ENGL170P PO-01 Early Modern Environments
ENGL097 PO-01 Religion/Literature/Environment
EA 010 PO-01 Intro to Environmental Analysis
EA 030 PO-01 Science and the Environment
EA 180 PO-01 Green Urbanism
EA 191 PO-01 Thesis in Environmental Analysis
EA 085 PO-01 Food, Land & the Environment
EA 171 PO-01 Water in the West
EA 190 PO-01 Environmental Seminar
HIST100T PO-01 Global Environmental Histories
POLI039 PO-01 Pol of Environmental Justice
RLST166A PO-01 Divine Body: Rel and Environment
SOC 055 PO-01 Population & the Environment
Soc 90: Global Systems and Society
International Economics
Intro to International Relations
Introduction to Geology: Planetary Geology (GEOL 20a)
Remote Sensing
GEOL 20: Geohazards
Sedimentology
Energy Policy Economics
FREN 103 PO - Frenchness: May '68-2008 and beyond
Organic Chemistry 110a and 110b
Introduction to Linguistics
Theatre for Social Change
The Great Utopia: 20thC Russ Lit
Contemporary Russian Culture and Society
POLI97: Writing About Justice
Politics 86, International Organizations, Communication and Power
Geochemistry
Applied Econometrics
Emotion w/ Lab
Intro to Psychology
Affective Neuroscience
Intro to Media Studies
Introduction to Sociology
Phil 7: Discovery, Invention, and Progress.

MS50 Introduction to Film
 MS161 Image and Revolution: Japanese New Wave Cinema and Beyond
 Physics 101: Modern Physics
 Physics 175: Thermal Physics
 Politics of Community Design
 Science, Technology, and Public Policy
 Latin American Politics
 Green Political Theory

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

<http://www.pomona.edu/administration/sustainability/action-plan/initiatives/education/courselists.aspx>

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

Courses were identified as being sustainability-focused or sustainability-related if the description available in the course catalog met the criteria for the STARS definitions, or if they were self-reported as such by department heads or faculty members.

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

Each course was counted as a single course regardless of the number of offerings or sections

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

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

	Yes or No
Internships	No
Practicums	No
Independent study	No
Special topics	---
Thesis/dissertation	Yes
Clinical	No

Physical education	Yes
Performance arts	Yes

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Jennifer Schmidt

SIO Staff

Sustainability Integration Office

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.

Submission Note:

Further detail regarding EA 190 – Senior Seminar:

This senior capstone experience is framed around team-based, real client-driven projects in sustainability. In Spring 2012, students developed the first-ever sustainability plan for Rancho Santa Ana Botanical Gardens (work that is being extended in Spring 2013); crafted the first-ever natural history survey of Claremont's Wilderness Park; developed for the city of Claremont a waste-reduction plan, now in implementation; produced for the College's dining halls their inaugural energy-efficiency audit that led to important changes in cooking and refrigeration (

<http://www.pomona.edu/news/2012/10/25-ecubes-dining.aspx>

); and established a graphic representation of the college's environmental-justice footprint.

"---" 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:

Total number of graduates from degree programs:

391

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:

Division III: Anthropology, Economics, Government, History, Politics, and Sociology

Interdisciplinary: Environmental Analysis

Majors and minors

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

Requirements for the Major in Environmental Analysis

The major consists of three sets of requirements:

An Introductory Core set of three courses (EA 010 PO, EA 020 PO, EA 030L JS)

A Concentration: There are two Concentrations in EA from which a student must select one in which to develop a “course plan:”

Environmental Science

Society and the Environment

There are two options for course-plan development within any given Concentration: (1) Select a pre-designed Concentration or Course Plan. (2) Design with your advisor your own Course Plan, including 7 but not exceeding 11 courses total, in addition to the Core and Capstone courses. Individually designed course plans must show depth in some foundational discipline, or set of closely related disciplines, and must be approved by the Steering Committee.

Senior Capstone:

Seniors may fulfill this requirement through either of two options:

Complete a senior thesis (EA 191 PO) in the fall semester for possible Honors if the student achieves an A in the course. In special circumstances the thesis can be extended to a yearlong course.

Enroll in the senior seminar (EA 190 PO) in the spring, and complete a major written project.

Seniors also may choose to complete both of these options.

Pre-approved Concentration Plans:

1. Environmental Science Concentration

(Advisor: Richard Hazlett)

Introductory Core: EA 010 PO, EA 020 PO*, EA 030L JS

Introductory Biology: BIOL 041E PO

Introductory Chemistry: CHEM 001A PO or CHEM 051 PO

One from Physical Geography (in development) or GEOL 020A PO

One from PHYS 017 PO; or new HMC energy course (in development)

Five from upper-division science courses within a single department

One upper-division policy course – e.g., ECON 052 PO; ECON 127 PO

One class in Environment and Society – e.g. PHIL 037 PO; PHIL 038 PO; RLST 166A PO

Environmentally focused study abroad semester strongly recommended
Senior Thesis/Capstone

2. Environment and Society Concentration

(Advisor: Char Miller)

Introductory Core: EA 010 PO, EA 020 PO*, EA 030 PO

BIOL 041E PO or BIOL 104 PO

Five from ANTH 059 PO, ANTH 124 PO, ANTH 129 PO, ANTH 145 PO; EA 027 PO, EA 085 PO; PHIL 037 PO, PHIL 038 PO; POLI 136 PO, POLI 139 PO; RLST 166A PO, SOC 055 PO

One from POLI 060 PO, POLI 061 PO, POLI 136 PO, POLI 139 PO; EA 171 PO

One additional upper-division class related to Environment and Society

Environmentally focused study abroad semester strongly recommended Senior Thesis/Capstone

Pre-approved Course Plans:

Since its inception in 2001, EA has offered its majors a series of recommended course plans by which they could complete their major requirements. These options remain; and it is also possible for students to design their own course plan with the approval of their major advisor and the Steering Committee. The full list of pre-approved course plans and their individual requirements is posted on the program website (

www.ea.pomona.edu

), and includes the following possibilities:

Environmental Analysis in Geology (Advisor: Mr. Hazlett)

Environmental Biology (Advisor: _____)

Environmental Design (Advisor: Mr. Miller)

Environmental Ethics (Advisor: Ms. Davis)

Environmental Physics and Engineering (Advisor: Mr. Tanenbaum)

Environmental Policy (Advisor: Mr. Cutter)

Human Behavior and the Environment (Advisor: _____)

Mathematical Issues for Environmental Analysis (Advisor: Gabe Chandler)

Race, Class, Gender and the Environment (Advisor: Ms. Clark)

Society, Development, and the Environment (Advisor: Ms. Grigsby)

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

http://catalog.pomona.edu/preview_entity.php?catoid=3&ent_oid=81&returnto=71

Undergraduate Program

Responsible Party

Wesley Quevedo
SIO Staff
Sustainability

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*.

Submission Note:

Environmental Analysis at Pomona College is a major that is deeply interdisciplinary. It draws on the insights of the humanities, sciences, and social sciences and is designed to prepare our students for careers in many environmental problem-solving fields, including law, policy, medicine, the sciences, conservation, global climate change, urban planning, and resource management. It also offers a solid background for careers in community action, environmental education, and urban agriculture.

"---" 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 Analysis

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

The Environmental Analysis Program is preparing its students to meet the greatest challenges facing humanity in the twenty-first century — the need to develop a sustainable civilization in a world under increasing strain from climate disruption, economic expansion, population growth, and environmental injustice. The major is deeply interdisciplinary, drawing on the insights of the humanities, sciences, and social sciences so that our students may contribute significantly to such environmental problem-solving fields as law, policy, medicine, and conservation, global climate change, urban planning, and resource management. It also offers a solid background

for careers in community action, environmental education, and urban agriculture.

A student who majors in Environmental Analysis will:

engage, assess, and critique an interdisciplinary scholarly literature;
apply relevant theoretical techniques and methodological insights to environmental issues across the disciplines;
conduct original archival, empirical and/or applied research, individually and collaboratively;
speak and write clearly and persuasively;
understand the real-world dimensions of environmental problem-solving.

To build on its robust academic offerings, the Environmental Analysis Program strongly encourages its students to spend a semester abroad. We believe that this vital experience will provide our majors with a richer, cross-cultural appreciation for the profound global dimensions of our environmental situation. Specially focused environmental Study Abroad semesters vary from campus to campus, but include programs in Australia, Costa Rica, Botswana, New Zealand, Ecuador, and South Africa.

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

<http://ea.pomona.edu/>

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

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):

Environmental Analysis:

<http://ea.pomona.edu/>

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

Yes

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

Environmental Analysis

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

The Environmental Analysis Program at the Claremont Colleges is preparing its students to meet the greatest challenges facing humanity in the twenty-first century — the need to develop a sustainable civilization in a world under increasing strain from climate disruption, economic expansion, population growth, and environmental injustice. The major is deeply interdisciplinary, drawing on the insights of the humanities, sciences, and social sciences so that our students may contribute significantly to such environmental problem-solving fields as law, policy, medicine, and conservation, global climate change, urban planning, and resource management. It also offers a solid background for careers in community action, environmental education, and urban agriculture.

A student who majors in Environmental Analysis will:

- engage, assess, and critique an interdisciplinary scholarly literature;
- apply relevant theoretical techniques and methodological insights to environmental issues across the disciplines;
- conduct original archival, empirical and/or applied research, individually and collaboratively;
- speak and write clearly and persuasively;
- understand the real-world dimensions of environmental problem-solving.

To build on its robust academic offerings, the Environmental Analysis Program strongly encourages its students to spend a semester abroad. We believe that this vital experience will provide our majors with a richer, cross-cultural appreciation for the profound global dimensions of our environmental situation. Specially focused environmental Study Abroad semesters vary from campus to campus, but include programs in Australia, Costa Rica, Botswana, New Zealand, Ecuador, and South Africa.

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

<http://ea.pomona.edu/>

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

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

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

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

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

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

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

Environmental Analysis at the Claremont Colleges:

<http://ea.pomona.edu/>

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

Criteria

Institution offers at least one:

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

And/or

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

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

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

The Pomona Environmental Analysis (EA) Program offers a variety of semester abroad experiences that explore sustainability topics. Primarily, a semester abroad in South Africa run by the EA Program explores the theme of "Globalization and the Environment." The program was designed by the faculty of Pomona, Macalester, and Swarthmore, and its overall educational purpose is to enable participants to gain a deeper understanding of the natural world and its interconnections with human activity. It is based on two key concepts: Globalization is the dynamic and complex process involving the laws of science across diverse environments and the particular challenges confronted by local populations as they engage with the natural world. Environment investigates the physical and biological systems of the planet and its connection with the human condition. Students investigate how these issues have been expressed over time and across cultures, with a specific focus on South Africa.

Additional programs officially a part of the Pomona Study Abroad Program and a part of the EA Curriculum include: the Townsville School for Field Studies in Australia; the Firestone Center for Ecological Restoration in Costa Rica; the SIT Comparative Ecology and Conservation program in Ecuador; Frontiers Abroad "Earth Systems" Program at University of Auckland, New Zealand; and, the [STARS Reporting Tool](#) | [AASHE](#)

Wildlife Ecology and Conservation Program in Tanzania.

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

http://ea.pomona.edu/?page_id=8

Sustainability Literacy Assessment

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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?:

Yes

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

In 2010, Pomona hosted liberal arts faculty from around the country (including many from Pomona and other Claremont Colleges) to discuss the role, form, and importance of sustainability education in a liberal arts education. Faculty discussed how to move forward with developing courses, linking campus operations and curriculum, and other topics, and received training in various topics and disciplines.

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

Participating faculty members received meals, training materials and travel costs (if necessary), as well as release time for attending the sessions. They also received support and follow-up from the Dean's Office.

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

Campus as a Living Laboratory

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

Criteria

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Wesley Quevedo
SIO Staff
Sustainability

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:

94

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

208

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

26

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:

Andrabi, Tahir Economics
 Auerbach, Lisa Art
 Beck, Colin Sociology
 Becker, David Biology
 Bernhard, Betty Theatre
 Brown, Eleanor Economics
 Buriel, Raymond Psychology/Chicano Studies
 Cartagena-Calderon, Jose Romance Languages
 Chandler, Gabe Mathematics
 Chavez-Silverman, Suzanne Romance Languages
 Cheng, Eileen Asian Languages
 Chin, Angelina History
 Chinn, Christopher Classics
 Crane, Edward Chemistry
 Crighton, Elizabeth Politics
 Cutter, Bowman Economics
 Davis, Ann Philosophy
 Eisenstadt, Oona Religious Studies
 Englebert, Pierre Politics
 Feldblum, Miriam Politics
 Foster, Lorn Politics
 Friedlander, Jennifer Art
 Gaines, Robert Geology
 Gladney, Dru Anthropology
 Gorse, George Art
 Goto, Sharon Asian American Studies
 Gravendyk Burial, Hillary English
 Green, Michael Philosophy
 Grigsby, Jill Sociology
 Grosfils, Eric Geology
 Hall, Jonathan Media Studies
 Hanzawa, Frances Biology
 Hazlett, Richard Geology
 Hoopes, Laura Biology
 Howe, Kathleen Art
 Hurley, Eric Psychology/Africana Studies
 Irish, Jerry Religious Studies
 Jackson, Phyllis Art
 Jolley, Meg Dance
 Jurewitz, John Economics
[STARS Reporting Tool](#) | [AASHE](#)

Karnovsky, Nina Biology
Kassam, Zayn Religious Studies
Khazeni, Arash History
Kim, Anna Environmental Analysis
Kuehlwein, Michael Economics
Kwok, Alfred Physics
Lackey, Jade Star Geology
Lemelle, Sidney History
Levin, Rachel Biology
Likens, James Economics
Lozano, Fernando Economics
Lu, Joyce Theatre
Mahdavi, Pardis Anthropology
Marks, Stephen Economics
Martinez, Daniel Biology
Mayes, April History
Menefee-Libey, David Politics
Miller, Char Environmental Analysis
Miyake, Lynne Asian Languages
Montenegro, Nivia Romance Languages
Moore, Jonathan Biology
Moore, Thomas Physics
Ng, Zhiru Biology
Ochoa, Gilda Sociology/Chicana/o-Latina/o Studies
Olson, Sara Biology
O'Malley, Michael Art
Oxtoby, David Chemistry
Paster, Mary Linguistics and Cognitive Science
Perini, Laura Philosophy
Pohl, Francis Art
Portillo, Rose Theatre
Rapaport, Jill Sociology
Reinen, Linda Geology
Rindisbacher, Hans German
Runions, Erin Religious Studies
Seery, John Politics
Shay, Anthony Theatre and Dance
Smith, Darryl Religious Studies
Steinberger, Michael Economics
Summers Sandoval, Tomas History/Chicana/o-Latina/o Studies
Tanenbaum, David Physics
Taylor, Charles Chemistry
Thai, Hung Asian American Studies
Thomas, Valorie English/Africana Studies
Thompson, Suzanne Psychology
Tinker Salas, Miguel History/Chicana/o-Latina/o Studies
Tompkins, Kyla English
Whitaker, Dwight Physics

Williams, Heather Politics
Wolf, Kenneth History
Worthington, Richard Politics
Wright, Jonathan Biology
Yamashita, Samuel History

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

The Sustainability Integration Office searched all Faculty Profiles for information about sustainability-related research, which is defined as focusing on analytical, empirical, theoretical, and creative frameworks within which exist past, current, and future environmental issues. This research establishes relationships between diverse environmental, economic, and social factors.

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

Rick Worthington, Department of Politics, with Rose Egelhoff '14 and Steven Sander '13, helped plan, implement and research World Wide Views on Biodiversity, a day of citizen deliberations in 25 countries around the world on September 15, 2012 involving 3000 people who discussed policy issues for the October 2012 UN Convention on Biodiversity meetings. Worthington and colleagues from other sites around the world presented the results showing citizen views on ways to preserve biodiversity at the biodiversity convention, where authorities requested that this form of citizen input continue at its biennial meetings and be integrated with its decision-making processes. A report on the project was presented at the Woodrow Wilson International Center for Scholars in December 2012.

Heather Williams, Department of Politics, co-founded the Suma Quta Watershed Defense Project in the Lake Titicaca basin with her counterpart Javier Bojorquez, of Puno, Peru. This project, meaning "Beautiful Lake" in the Aymara language, focuses on improving aquatic ecosystems and public health by monitoring water quality and working with communities on strategies for purifying water and eliminating point sources of pollution. Williams has taken three students to the Altiplano to conduct feasibility studies on monitoring methods, evaluate effectiveness of monitor training by the network, and evaluate point sources of pollution, work that has morphed into the local project that current Environmental Analysis major seniors are conducting on the Santa Ana River for the basin's waterkeepers.

David Tanenbaum, Department of Physics, with Scott Berkeley '09, Jenna deBoisblanc '11, Leo Rosetti '12, Gretta Mae Ferguson '13, Robert McElwaine, '14, and Emily Yang '14, has since 2008 been working in Tanenbaum's research lab exploring fabrication and characterization of low-cost, high-stability polymer solar cells. Much of this work is in collaboration with Professor Fredrik Krebs from Denmark. Tanenbaum spent academic year 2010-2011 with Krebs while on sabbatical leave from Pomona. Also, since 2009, Tanenbaum, with Ben Pollard '11, Matthew Hasling '12, and Eric Puma '14, has been exploring fabrication of graphene sheets via chemical vapor deposition, which could be used as transparent electrodes in low cost solar cells based on a long standing collaboration with Professor Paul McEuen from Cornell University.

Char Miller, the W.M. Keck Professor of Environmental Analysis, has published the books:

- Seeking the Greatest Good: The Conservation Legacy of Gifford Pinchot (Univ. of Pittsburgh Press, 2013),
- Death valley National Park: A History (with Hal K. Rothman, Univ. of Nevada Reno Press, 2013);
- On the Edge: Water, Immigration, and Politics in the Southwest); and
- Public Lands, Public Debates: A Century of Controversy (Oregon University Press, 2012). He also co-edited Between Ruin and Restoration: An Environmental History of Israel (Univ. of Pittsburgh Press, 2013). His blog for

KCET.org

, Golden Green, is being recognized with the American Society for Environmental History "Outreach Project Award" in March 2014.

Charles Taylor, associate professor of chemistry, part of a research team awarded a 2013 \$599,858 grant from the National Science Foundation's Partnerships for Innovation program for the project "Raman Spectroscopic Platform for Analysis of Volatile Organic Compound Biomarkers." The project aims to establish the key technical innovations for a compact, cost-effective, and user-friendly Raman-based platform to analyze organic compounds in the gas phase or in aqueous solution at the point-of-care or point-of-use for medical, industrial, emergency response and defense related applications.

The website URL where information about sustainability research is available:

<http://www.pomona.edu/administration/sustainability/initiatives/education/sustainability-research.aspx>

Support for Research

Responsible Party

Wesley Quevedo
SIO Staff
Sustainability

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 Schultz Fund for Environmental Studies is a Summer Research Award for Pomona College non-senior students; ten-week summer research grants in sustainability are also available to students in other fields through the college's Summer Undergraduate Research Program. Students are encouraged to give lectures or lead seminars the following year, and special consideration is given to projects approaching an environmental issue from a multidisciplinary approach. In addition, seniors in the Environmental Analysis Program are required to complete two capstone experiences, a thesis in the fall and team-based, real-client project completed in the spring semester. Many theses and all of the projects are sustainability in focus, design, and application.

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

<http://www.pomona.edu/administration/academic-dean/research/surp/schultz-fund.aspx>

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

credit?:

No

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

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

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

Yes

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

Interdisciplinary research and teaching are valued in the tenure and promotion process. The College's criteria for reappointment, promotion, and tenure are as follows (in order of importance): 1. Intellectual leadership – lecturing, leading discussions, guiding student research; 2. Professional achievement – excellent work in one's field recognized outside of Pomona College, scholarly productivity in the form of books, significant articles, the completion of publishable manuscripts, or artistic creation or performance; and 3. Effective service to the department, Pomona College, and the Claremont Colleges, to one's discipline and professional organizations, in activities such as committee work that support the common educational and scholarly enterprise. Interdisciplinary research is to be assessed within the criterion of professional achievement. Although all professors are appointed to a department, professors can be given a joint or a hybrid appointment in which the professor is contracted to teach partially or mostly for an interdisciplinary program. Professors can also be formally or informally affiliated with an interdisciplinary program. In the procedures for reappointment, promotion, and tenure, if a candidate is jointly appointed, the second department or program compiles its own dossier or reviews the dossier presented by the first department. If a candidate has received a hybrid appointment, the program and the department share equally in the review, with both the program and the department submitting an independent letter of evaluation. If a candidate is affiliated with a program, a letter from the program is included in the candidate's dossier.

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

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

Yes

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

The Claremont Colleges Honnold Mudd Library provides research guides for students and faculty to the Claremont Colleges. The library has an Environmental Analysis Portal that contains both course guides and subject guides. In addition, there are librarians whose subject knowledge is Environmental Analysis. The library also provides students with access to specific online databases related to the subject of Environmental Analysis. The Special Collections area of the Honnold Mudd Library contains great resources on water and water history for the region, among others.

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

<http://libguides.libraries.claremont.edu/content.php?pid=434369>

Responsible Party

Cecilia Conrad

Vice President for Academic Affairs and Dean of the College
Dean's office

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.

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

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

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

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

A copy of the open access policy:

The open access policy:

The website URL where the open access repository is available:

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

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

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

Ric Townes

Dean of Campus Life

Office of Campus Life

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

1,587

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

Sponsors / Resident Advisors

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

1,488

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

Residential advisors receive training and materials on living sustainably on campus and are required to create an activity or an event for their residence halls themed on sustainability. An example of this is a sustainability scavenger hunt with efficiency and sustainable living tips interspersed along the way and prize packs complete with shower timers and other sustainability goodies as the reward. Another RA put together a competition to reduce clothes dryer use, coordinating with the Sustainability Integration Office to check drying racks out to his dorm and monitoring dryer usage through usage reports of i.d. card scanners on the dryers.

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

Sponsors are typically sophomores, chosen to mentor the following year's first-year students in the residence halls. Students are chosen on the basis of their responsibility, enthusiasm, and potential to be a successful mentor. Resident Advisors provide support in residence halls and are chosen on the basis of their leadership, responsibility, reliability, and enthusiasm for residential life at the college.

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

Sustainability is one of the three key pillars of residential life at Pomona, and sponsors and resident advisors are expected to engage in sustainability education and programming with students in their residence halls. Resident Advisors receive training in sustainability basics, programming, and outreach from both the Sustainability Integration Office and the Office of Campus Life. This training includes the distribution of materials to use in their residence halls (e.g. light switch stickers, the campus' green living guide, posters to post in trash areas) and a requirement that they pursue sustainability events and programming throughout the year. These students also receive priority for the distribution of compost buckets, drying racks, and other resources with the expectation that they will share these resources and information about them with other students.

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

Sponsors and resident advisors receive administrative and financial support for sustainability education from the Office of Campus Life and the Sustainability Integration Office. Financial support is guaranteed from the Office of Campus Life and available by proposal/request from the Sustainability Integration Office.

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

EcoReps

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

1,587

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

The EcoReps program consists of eight students, one in each undergraduate residence hall and two in upperclassman halls. They act as resources for students on environmental topics such as energy usage, waste reduction, composting, and recycling. EcoReps promote monthly themes related to sustainable living, and work with other organizations such as Pomona for Environmental Action and Responsibility to hold events and campaigns. In the residence halls, EcoReps personally maximize energy savings by turning off lights and keeping an eye on residence hall temperatures. The primary goal of the program, however, is to encourage sustainable habits in

college residents.

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

EcoReps in first and second year residence halls are selected from the pool of Sponsors. Sponsors are typically sophomores, chosen by the Office of Campus Life to mentor the following year's first-year students in the residence halls. Students are chosen on the basis of their responsibility, enthusiasm, and potential to be a successful mentor. All sponsors are extended the invitation to apply to be an EcoRep and are selected by the Sustainability Integration Office based on their experience, interest, and enthusiasm for the environment.

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

EcoReps are trained by the Sustainability Integration Office on various topics related to living green on Pomona's campus: waste minimization and diversion, low impact living, electricity and water reduction, etc. Training occurs in weekly meetings and is heaviest at the beginning of the school year.

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

The EcoReps program is funded by the Sustainability Integration Office.

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

Sustainability Integration Program

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

1,587

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

The Sustainability Integration Office (SIO) is staffed by six student workers who organize a number of SIO programs including Greenware, Green Office and more. These students write the Claremont Colleges Sustainability Newsletter which includes a monthly educational article. They also plan and coordinate educational outreach events throughout the year. These include a vampire energy info table at Halloween, a blind bottled water taste test at Smith Campus Center, tabling for the dorm energy challenge Power Down, and organizing events like the Power Down Campout on Walker Beach.

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

The Sustainability Integration Office solicits student applications through the student email digest Chirps. Students interested in working for the SIO fill out an application, interview, and are selected based on their demonstration of working well on a team, interest and enthusiasm for the environment, writing and speaking ability.

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

SIO staff are trained and mentored on the job by the Director of the Sustainability Integration Office. Monthly staff meetings draw the team together in a joint effort.

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

The SIO staff are funded by the Sustainability Integration Office operating budget.

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:

620

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

<http://tsl.pomona.edu/articles/2014/2/21/news/4786-ecoreps-expand-coverage-promote-sustainable-habits>

Responsible Party

Tasha Block

PEAR President

Sustainability Integration Office

Criteria

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

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

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

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

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

100

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

There are three ways that sustainable, responsible living is integrated into orientation for new students at Pomona College. First, all new students are invited to participate in Orientation Adventure experiences, most of which are focused on outdoor activities (backpacking, camping, sailing, kayaking, biking). These trips introduce incoming students to the cultures, landscapes, and wildlife of Southern California. Each trip leader is trained in sustainability, and is expected to complete a Sustainable OA checklist with her group. The items on the list encourage all OA groups to treat their campsite with respect and to think about the ways that they can reduce their own impact on the surrounding environment. Second, all incoming students receive a brief talk from the Director of the Sustainability Integration Office, who discusses responsible, sustainable living at Pomona College, from dorms to dining halls to classrooms. Third, all sponsors, resident advisors, and other student mentors receive green living training to pass along to all new students and are required to engage in sustainability programming in the residence halls. Finally, on move-in day, the Sustainability Integration Office hosts a "Sustainability Fair" for all incoming first-year students. Students have the opportunity to meet representatives from various student-run organizations on

campus, such as the Organic Farm, Green Bikes, Pomona for Environmental Activism and Responsibility (PEAR). The event also includes the very popular annual ReCoop Fall Sale, which sells all of the goods (furniture, refrigerators, microwaves, lamps, fans, rugs, etc.) left behind by students during move-out of the previous year.

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

<http://www.pomona.edu/students/new-students/orientation-adventure/>

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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	Yes
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	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	---
Other co-curricular sustainability programs and initiatives	Yes

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

Pomona for Environmental Activism and Responsibility (PEAR):

PEAR is a student environmental club that seeks to challenge students and administrators to think critically about the impact of their everyday actions on the environment and its communities. PEAR tackles environmental issues holistically and remains open to a broad definition of environmentalism. PEAR's goal is to promote individual and institutional changes through grassroots activism. The club hosts awareness campaigns, events, educational programs, and advocates for policy changes.

The Pomona Organic Farm:

Pomona's Organic Farm and student Farm Club promote sustainable food production and a greater understanding of food and agriculture through both academic and co-curricular spaces. The community garden space focuses on small-scale plots, perennial tree fruit production, and sustainable/land-integrated agriculture. The academic space emphasizes experimentation and larger-scale crop production for teaching and learning (though still small, biodynamic, Permaculture-based practice). Both spaces practice 100% organic agriculture methods. The mission of the Farm is twofold: first, to provide the students, faculty, staff and community members of Claremont with a means for education exploration in the fields of Permaculture, organic farming, alternative architecture and sustainability, and second, to provide a working model of ecologically-based crop production. The Farm hosts events year-round and is also home to chickens, bees, a solar oven, and other tools for sustainable living.

Green Bikes:

The Green Bike Program is Pomona's student-run bike shop aimed at promoting safe and informed cycling at the Claremont Colleges. Green Bikes maintains a fleet of up to 100 bicycles, salvaged from bikes abandoned on campus, which the program distributes to students free of charge on a semester basis. Green Bikes also maintains a shop and education/event space where members of the 5 College community can have their bicycles repaired, at only the cost of replacement parts. The program's emphasis is on bicycle education and works to teach everyone who comes into the Green Bikes shop how to repair their bicycle. Green Bikes aspires to a future where every cyclist understands their bicycle and everyone is a cyclist.

The website URL where information about student groups is available:

<http://www.pomona.edu/administration/sustainability/students/getting-involved.aspx>

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:

Pomona's Organic Farm promotes sustainable food production and a greater understanding of food and agriculture through both academic and co-curricular spaces. The community garden space focuses on small-scale plots, perennial tree fruit production, and sustainable/land-integrated agriculture. The academic space emphasizes experimentation and larger-scale crop production for teaching and learning (though still small, biodynamic, Permaculture-based practice). Both spaces practice 100% organic agriculture methods. The mission of the Farm is twofold: first, to provide the students, faculty, staff and community members of Claremont with a means for education exploration in the fields of Permaculture, organic farming, alternative architecture and sustainability, and second, to provide a working model of ecologically-based crop production. The Farm hosts events year-round and is also home to chickens, bees, a solar oven, and other tools for sustainable living. During the summer months, the Farm makes CSA boxes available to faculty, staff and students for a weekly buy-in fee.

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

<http://farm.pomona.edu/>

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

The ReCoop redistributes unwanted reusable items (including furniture, appliances, clothing/shoes, and school/office supplies) by collected unwanted items and selling them back to the campus community or donating them to charitable organizations. ReCoop is responsible for generating its own operating costs through their sales and other events. This program reduces the purchase of new items and the disposable of reusable items across the campus community. This operation is managed and run by students, with assistance and advising from the Sustainability Integration Office. Students are responsible for logistical details, budgeting, pricing, marketing, and other elements of running the enterprise, as well as long-term strategic planning, investment in equipment and infrastructure, and making enough money to sustain the program financially with several thousand dollars in additional earned revenue that is given back to sustainability programs at Pomona College.

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

<http://www.pomona.edu/administration/sustainability/action-plan/initiatives/waste/recoop.aspx>

A brief description of the sustainable investment or finance initiatives:

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

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

Throughout the academic year, Pomona College hosts a number of sustainability events, sponsored by academic departments, student groups, the student government, and administrative offices (Office of Student Affairs, Office of the President). Events for 2013-2014 included: the Environmental Justice Film Festival; LA River Conference; Water Scarcity Conference, "Environmental Racism as State-Sanctioned Violence" lecture by Laura Pulido, and many, many others. There are one to four speakers on campus any given week that address specific areas of sustainability. This week is the opening reception entitled "Ecotones" at the East Gallery and a talk by Tiffany Tai on Sustainable Solutions in the Peace Corps. The Sustainability Integration Office also partners with Sustainable Claremont, a local grassroots organization, to offer a sustainability dialog series the first Monday of every month.

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

<http://emsweb.claremont.edu/PomonaMC/MasterCalendar.aspx>

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

For the past several years, the Mellon Elemental Arts Initiative, Environmental Analysis program, and the SIO sponsored annual themed sustainability arts and cultural events on campus. This year, Pomona hosted "PetroLA: A Symposium" and the concurrent "Petrochemical America" exhibit at the Pomona College Montgomery Museum of Art. It included a student-made documentary, "How to See a Southern California Sunset."

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

<http://elementalarts.pomona.edu/about/>

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

Pomona's Outdoor Education Center is one of the nation's premier outdoor education programs and provides a broad array of services, equipment, and other support for outdoor education. Its mission is to provide the Pomona College community with educational, recreational, and social opportunities that focus on local communities and global environments. Using the outdoors as a classroom, its programs strive to offer co-curricular outdoor experiences that develop leadership skills and promote responsibility, while maintaining balance between personal, professional, and academic pursuits. The OEC houses two of the College's long-standing outdoor programs - On the Loose, and Orientation Adventure. On the Loose is the outdoors club of the Claremont Colleges and dispatches student-led trips to destinations across California and the Southwestern states. OTLers backpack, climb, car-camp, surf, bike, and more. OTL offers advice to those who are lost, cars to those who need transportation, and a wide-ranging assortment of gear to all students – all for free. OTL also provides extensive subsidies for trips. OTL teaches "leave no trace" principles and instructs its leaders how to reduce the environmental impact of trips. Orientation Adventure is an education-based outdoor program for all incoming first-year students, taking new students into natural areas across the Southwest to learn about Leave No Trace, sustainability, outdoors skills, community-building, and more.

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

<http://www.pomona.edu/administration/outdoor-education/>

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

The Sustainability Integration Office moves through each year with chosen themes for each month, with educational programming centered on the chosen month's theme. The monthly newsletter article, chosen events and EcoReps bulletin boards in residence halls work together to engage campus constituents on the month's chosen theme. Themes for 13-14 were: outdoor appreciation, food, waste, consumption, environmental justice, energy, and water.

The website URL where information about the theme is available:

<http://www.pomona.edu/administration/sustainability/news/newsletter.aspx>

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

The EcoReps program, managed by the Sustainability Integration Office, focuses on peer education of sustainable living behaviors, focusing on life at Pomona, and translating to life beyond graduation. The EcoReps program works within the SIO monthly themes to engage residents in life skill education through events such as the PowerDown/ Get WaterWise competition, No Impact Week, Food Day, the campus Waste Audit, and more. Students are taught tips on how to conserve in certain areas and reduce their environmental impact.

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

<http://tsl.pomona.edu/articles/2014/2/21/news/4786-ecoreps-expand-coverage-promote-sustainable-habits>

A brief description of sustainability-focused student employment opportunities:

The Sustainability program at Pomona College hires about 77 students each year, many as Work Study students, in the following capacities:

2 Clean Sweep/ ReCoop managers

35 Clean Sweep staff

15 ReCoop staff

2 ReCoop Book Room staff

2 Green Bikes Managers

5 Green Bikes staff

4 Compost drivers

9 EcoReps

1 SIO staff researcher

1 sustainable dining coordinator

1 Greenware/ Checkouts coordinator

2 Green Office coordinators

1 SIO graphic designer

2 full-time summer staff working on Annual Report metrics and reporting

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

<http://www.pomona.edu/administration/sustainability/office/index.aspx>

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 Sustainability Integration Office utilizes data and metrics gathered on a wide variety of sustainability indicators to tailor co-curricular educational programming toward areas that need improvement. This varies from year to year. In 13-14, that meant a bigger push in the area of compost awareness with a Compost Awareness Day and dining hall compost competition, and special Vampire Energy event at Halloween. The Take Back the Tap campaign has also started this semester to roll out educational programming in the form of water bottle surveys and a blind water tasting. 14-15 has seen a lot of activity around water conservation with the California drought. The Ralph Cornell Society (native plantings) sponsored a sprinkler slip-n-slide and an EcoRep water pledge.

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

<http://www.pomona.edu/academics/departments/environmental-analysis/clubs-orgs/native-plants/>

Outreach Materials and Publications

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

Criteria

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

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

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

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

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

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

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	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	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

The Sustainable Pomona website provides information on Pomona's sustainability efforts, including policies, plans, and programs/projects. It also includes green living/working guides for students, staff, and faculty, and provides recent announcements, news, and opportunities. It is directly linked from the bottom of all College web pages.

The website URL for the central sustainability website:

<http://www.pomona.edu/sustainability>

A brief description of the sustainability newsletter:

The Sustainability Integration Office sends out an e-newsletter to students and staff on a monthly basis and a weekly listing of sustainability events at the Claremont Colleges. The newsletter features a main article on a monthly themed sustainability topic of interest - for instance, an issue in the community, efforts on campus, alumni work - and announces new programs and policies, upcoming events, and opportunities to get involved on- and off-campus.

The website URL for the sustainability newsletter:

<http://pomona.edu/administration/sustainability/news/newsletter.aspx>

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

Staff at the Sustainability Integration Office manage both a Facebook page and a Twitter account, both under the name Sustainable Pomona. Upcoming sustainability events are marketed heavily via Facebook, and both platforms are used to relay sustainability tips and tidbits themed on the SIO's chosen monthly theme, e.g. water, food, waste, etc.

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

<https://www.facebook.com/sustainablepomona?ref=hl>

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

The Environmental Analysis program compiles student research on their website and on the Claremont Colleges Library website which contains scholarship from all of the Claremont Colleges. Student research concerning campus sustainability issues is available on the Sustainability Integration Office's website (see also:

<http://www.pomona.edu/administration/sustainability/students/projects/academic-projects.aspx>

)

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

http://scholarship.claremont.edu/eap_ea_theses

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

Building signage that highlights green building features: Recently constructed LEED-certified buildings include signage to highlight green features, while all buildings receive signage about operations and programs (e.g. "where to put your wastes," "how to save paper," etc.). The new LEED Platinum residence halls, opened summer of 2011, have prominent signage in common spaces and within dorm rooms/suites, laundry rooms, kitchens, and waste areas as well as signage for sustainable landscaping and site features.

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

<http://www.pomona.edu/administration/sustainability/action-plan/initiatives/facilities/ncrh.asp>

x

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

Dining Services provides informational signage about sustainability issues including tray less dining, eating lower on the food chain, local farms that supply produce, composting, 100% recycled cups, humane meats and eggs and reusable to-go containers. Specific food items with environmental benefit (e.g. organic, fair trade, vegan, local) also receive signage. Signage includes educational posters, signs, table tents, and other methods of communicating the importance of organic/local/fair trade/vegan/etc. and the dining hall's efforts.

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

<http://www.pomona.edu/administration/sustainability/action-plan/initiatives/food/>

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

The new residence halls includes signage about stormwater management efforts, landscaping choices, and materials employed to reduce the heat-island effect on campus. Recent plantings by the student-led Ralph Cornell Society of Native Planters also include signage about native planting and the history of landscaping at the college.

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:

A Pomona College Sustainability Tour pamphlet can be found in a variety of locations around campus, including the Admissions Building and the President's Office. Sustainability locations, such as the Organic Farm, the new LEED-certified science buildings, and bioswales in the Stanley Quadrangle are identified on a map.

The website URL of the sustainability walking map or tour:

<http://www.pomona.edu/administration/sustainability/files/publications/susttour.pdf>

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

A guide for students about alternative methods of transportation in the surrounding area as well as public transportation directions to popular local destinations. There three campus publications describing transit options - a quick brochure describing various transit systems and popular destinations; a detailed guide of activities, restaurants, and sites surrounding specific transit destinations (train/bus stops); and a guide for taking transit to most of the activities on the College's popular "47 Things" list (

<http://www.pomona.edu/administration/campus-center/files/public-transportation-47-things.pdf>

and

<http://www.pomona.edu/administration/campus-center/services-programs/transportation-options.asp>

x

).

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

<http://www.pomona.edu/administration/sustainability/office/publications.aspx>

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

The Master Plan of Pomona College, resubmitted in 2014, includes a bicycle and pedestrian circulation plan to best allow for safe and free use of bicycles while keeping pedestrian safety in mind. A map is available online to locate all of the bike racks on campus. The Green Bike Shop is open four days a week with staff to offer free repairs and education. Their free checkout program includes a mandatory educational session on safety and tips each semester. A bicycle repair station is located next to Smith Campus Center with a QRC linking to repair information and advice.

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

<http://pomona.edu/map/?id=523#!ce/6057?ct/5463,5464,5462?mc/34.098068,-117.71068600000001?z/17>

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

The "Little Green Book" is a student guide to engaging in sustainable living at Pomona and includes tips for waste management, energy and water conservation, computing and printing, dining, cleaning, doing laundry, hosting events, and more.

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

<http://www.pomona.edu/administration/sustainability/office/publications.aspx>

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 Student Life, Pomona's student newspaper, has one or two reporters that cover sustainability, along with other articles. This past year, there was a sustainability article approximately every other week.

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

<http://tsl.pomona.edu/>

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

Green Purchasing Guide: This guide to environmentally-friendly purchasing is distributed to all participants of the Green Office Program and is available online for the campus community.

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

<http://www.pomona.edu/administration/sustainability/office/publications.aspx>

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

Yes

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

Sustainability Annual Report: Every year the Sustainability Integration Office publishes an annual report of the previous year's efforts and benchmarks (including data such as energy use, water use, waste diversion, etc.). This report is submitted to the President and posted online every year.

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

<http://www.pomona.edu/administration/sustainability/office/publications.aspx>

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

Yes

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

Signage: The Sustainability Integration Office produces a wide variety of signage for offices, residence halls, and other buildings on campus, including reminders to turn off lights, information about checking out laundry racks, maps of nearby composting locations, etc.

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

<http://www.pomona.edu/administration/sustainability/office/publications.aspx>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Power Down/ Get Water Wise dorm energy and water challenge

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

Since 2006, Pomona students and administrators have hosted an annual dorm energy reduction contest, pitting residence hall against residence hall to see which residents can reduce their energy use the most. Pomona EcoReps and the Sustainability Integration Office partner to host the Power Down dorm energy challenge as part of the Energy Month, the second in a series of four sustainability-themed months. There are three dimensions to the challenge: first, dorms compete in electricity and water use reduction; second, the student body are collectively challenged to reduce electricity consumption by more than 6%; and third, Pomona residence halls together compete against residence halls at the other Claremont Colleges. The administration contributes twice the value of electricity saved towards a sustainability project of the winner's choice.

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

In the years the energy competition has been running, all dorms collectively reduced electricity use by 3-11%, with the winning dorm gaining \$1,000-6,000 to spend on a sustainability project such as an energy monitors, low-flow shower heads and native planting projects. The winning dorm reduced by 7-23%.

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

<http://www.pomona.edu/administration/sustainability/action-plan/initiatives/energy/power-down.aspx>

The name of the campaign (2nd campaign):

Dining Hall Compost Competition

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

The Sustainability Integration Office worked with Pomona Dining Services to conduct a compost competition among the three dining halls, geared toward the dining hall staff. Compost was collected and weighed by compost drivers every day Monday through Thursday, when all of the dining halls are open. The dining hall with the greatest amount of compost per scanned meal was the winner of a trip to the bowling alley for the staff.

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

Oldenborg Dining Hall saw the largest improvement (73%) with 6.4 pounds per person composted during that time. 7.7 tons of compost was collected during the competition.

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

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

A Waste Audit is conducted annually in a public location, often the campus center, in conjunction with an Eco-Reps sponsored waste awareness campaign. The results of the Waste Audit indicate growth and improvement from year to year, for instance, from 2014 to 2015, paper showing up in the trash was reduced ten percent.

Employee Educators Program

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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:

747

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

Green Office Program

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

52

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

The program is announced via email, web portals, and staff/faculty events. Interested faculty and staff members respond; participation in the program is voluntary.

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

Each participating office/department has a key contact person(s), who are trained with information and materials from the Sustainability Integratino Office (SIO). SIO staff provide a variety of materials and walk the contact through the office greening process, providing guidance on communicating issues with the rest of their office/department.

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

The program is funded through the Sustainability Integration Office budget, including staff time and materials. The SIO also periodically offers small grants to participating offices for implementation of sustainability programs and projects.

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

<http://www.pomona.edu/administration/sustainability/faculty-staff/green-office.aspx>

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

Brenda Rushforth

Assistant Vice President

Human Resources

Criteria

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

"--- " 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:

All new employees receive detailed information about campus sustainability programs, including the Green Office Program, campus recycling, and free CFL bulb distribution.

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

Staff Professional Development

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
 - The opportunity to participate in an institutional sustainability committee or group
-

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

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

Yes

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

The Sustainability Integration Office hosts a variety of open forums, workshops, and sessions throughout the year, open to all staff. They include updates on sustainability on campus, distribution of the College's Sustainability Annual Report, presentations on how staff can reduce their office/department's environmental impacts, and more.

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

Ginny Routhe

Director

Sustainability Integration Office

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 College engages in a variety of community partnerships. For instance, the College's Draper Center for Community Partnerships is partnered with a local organization Uncommon Good, which provides a variety of sustainability programming for local communities in need, including a federal grant to pursue urban agriculture, green job training, and a "Teen Green" program for local youth. The Draper Center also organizes "alternative breaks," where students can participate in community service activities during academic breaks; many of the trips place students with sustainability-related organizations with whom the College has a long-standing relationship. Through a Davis Peace Prize, the college has also facilitated funding a summer program that helps to connect local youth to urban farming. The college is hosting the program at its organic farm and provides resources such as vehicles and office space. The College is also partnered with the City of Claremont's Sustainable Claremont non-profit for a variety of events and efforts, including a monthly Sustainability Dialog on campus. The College also has a Food Rescue program, through which student volunteers take prepared left-over food from the dining halls to local shelters or community organizations; partners with a local middle school for the Theatre for Young Audiences Program; Pomona Partners a mentoring program for kids grades 6-9; and participates in America Reads.

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

Yes

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

Pomona College partners with a community non-profit, Sustainable Claremont, and the League of Women's Voters to host and put on a Sustainability Dialog every month. Topics vary from climate change to water issues, cycling, and more. These dialogs attract a large portion of community members in an educational sustainability program. They are held each month on the Pomona College campus. Additionally, the College annually financially supports the Earth Day in the Village venture put on in collaboration with the City of Claremont and Sustainable Claremont.

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

Yes

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

In January 2015, the College is partnering with the City of Claremont and Sustainable Claremont to provide internship and administrative support for the Claremont Energy Challenge, a two year energy reduction competition competing for the Georgetown Energy Prize. An element of this partnership is the College's direct involvement creating CHERP Unity, a program that targets disadvantaged communities in the city for inclusion in the Claremont Energy Challenge by locating funding for home energy retrofits for low-income households. A large facet of the challenge is to make the project replicable and scalable for other communities.

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

Pomona College participates in the Southern California Sustainability Officers colloquium, exchanging ideas and offering support throughout the region for sustainability efforts on about a dozen campuses. Pomona also is part of a collection of five selective liberal arts colleges nationally that have formed a Climate Action think group, working together to engage students in climate action and justice activities.

The website URL where information about sustainability partnerships is available:

<http://www.pomona.edu/administration/draper-center/index.aspx>

Inter-Campus Collaboration

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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:

Pomona is a member of the Claremont University Consortium, and works with the other campuses in the consortium (Claremont McKenna College, Scripps College, Harvey Mudd College, and Pitzer College) to assess opportunities for programs and projects. The Environmental Analysis major is a consortium-wide major, and shares program resources, professors, and a website. A network of faculty, students, and staff from across the Claremont Colleges meet and collaborate on different sustainability initiatives, such as Power Down, across the campuses.

Pomona's Sustainability Integration Office presented at a variety of conferences within the last five years, including: AASHE, Greening the Campus, Farm to School, SCUP-Pacific, WASC, Occidental College, and CA Higher Education Sustainability. In each of these circumstances specific aspects of the College's sustainability programs was presented, including the College's Organic Farm, Green Office Certification Program, and Sustainability Action Fellowship. More general aspects were presented at events including climate planning workshops at Furman University, and as a trained facilitator for Second Nature/ACUPCC climate action planning workshops. The Sustainability Director meets regularly with sustainability coordinators/directors at other Southern California institutions, including UCLA, USC, UCR, CalTech, Pepperdine, Loyola Marymount, and University of San Diego.

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

AASHE, ACUPCC, Southern California Sustainability Officers,

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

Pomona has collaborated with a number of campuses on specific issues, such as coordinating a response to SEI/STARS surveys with a number of other selective liberal arts colleges (SLAC consortium), as well as with the other Claremont Colleges on Claremont-specific project opportunities. These collaborations have included a consortium-wide sustainability conference organized by students, a yearly dorm energy reduction competition and a feasibility study for a water reclamation equipment that would service the whole consortium. Pomona is also part of a group of five SLAC colleges (Vassar, Pomona, Oberlin, Swarthmore, Carleton) promoting student collective engagement in climate action across our campuses.

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

<http://ea.pomona.edu/>

Continuing Education

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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

Maria Tucker

Director

Draper Center for Community Partnerships

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 numbers submitted in this data point are incomplete. It is difficult to track the number of students participating in community service because students often take the initiative in pursuing engagement opportunities. The Draper Center for Community Partnerships helps to facilitate connections and to nurture a developed lens for pursuing service, but it does not actively track service opportunities and participation. The numbers listed here come from a small number of highly institutionalized programs and are a gross underestimate of campus participation in community service. Among the programs that students participate in are a Food Rescue program, through which student volunteers take prepared left-over food from the dining halls to local shelters or community organizations; partners with a local middle school for the Theatre for Young Audiences Program; Pomona Partners a mentoring program for kids grades 6-9; participates in America Reads; Challah for Hunger; and a group in support of the DREAM ACT.

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

Number of students engaged in community service:

300

Total number of students :

1,581

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:

14,000

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.pomona.edu/administration/draper-center/index.aspx>

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

Ginny Routhe

Director

Sustainability Integration Office

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:

For years the College has been outspoken on the issue of college access and has met its commitment by meeting the full financial aid need of every admitted student and working with organizations that help under-represented students prepare for college, as well as paying 100% of the costs of its Pomona Academy for Youth Success. The College President has publicly advocated on behalf of passage of The DREAM Act, speaking on the issue at graduation and writing to California's U.S. Senators, among other actions. He also supports the Amethyst Initiative and has been available as a spokesperson on why a new national conversation about the legal drinking age should be considered. Also on campus, there was a very active group of students and faculty, advocating against California Proposition 23 (which would have postponed recently passed regulations for cutting greenhouse gas emissions) on last November's ballot.

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

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 Applicable** for the following reason:

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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.

Submission Note:

In the time period between the baseline GHG emissions and the performance year 2013-2014, Pomona College increased its square footage by 521,185 or 10%. Each eligible new construction project since 2005 has received either a LEED Silver, Gold, or Platinum

certification. Of the square footage increase, 78,000 square feet is part of a two hall residence project that received LEED Platinum.

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

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

Yes

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

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

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

Yes

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

Pomona College utilizes Clean Air- Cool Planet's Campus Carbon Calculator to calculate GHG emissions. 13-14 emissions were calculated in version 7.0 and baseline emissions also recalculated in v. 7.0. Baseline is an average of 07-08, 08-09, and 09-10. Student staff and the Sustainability Integration Office Director collect various necessary metrics from campus offices and departments.

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:

Two student staff collect and enter metrics on areas impacting GHG emissions. The sustainability director reviews the metrics and GHG emissions results. Results are compared to previous years and anomalies researched. Peers within the Claremont Colleges review the data

for abnormalities.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	4,192.30 <i>Metric Tons of CO2 Equivalent</i>	5,449 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	218.40 <i>Metric Tons of CO2 Equivalent</i>	410 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	5,165 <i>Metric Tons of CO2 Equivalent</i>	7,179 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	107.80 <i>Metric Tons of CO2 Equivalent</i>	44 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO2 Equivalent</i>	319.30 <i>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:

Composting is on campus, small-scale at the Pomona College Organic Farm. Scraps from dining halls and compost receptacles around campus are brought to the Farm and composted in a rudimentary heap. It takes 6-8 weeks of turning with a tractor before the compost is complete and used for supplementing soil in the Organic Farm.

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

319 MTCO_{2e} in 08-09. Details predate current staff.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,488	1,377
Number of residential employees	19	14
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,584	1,543
Full-time equivalent of employees	700	673
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2010

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

Until this year, the baseline year was 2005 in STARS reporting, since that was the default entry. We have since moved to a 3-year average of the first three years of our greenhouse gas reporting process, when we know the collection methods have been similar. Those years are 07-08, 08-09, 09-10.

Gross floor area of building space, performance year:

1,768,526 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	150,795 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	52,296 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	3,342 <i>Metric Tons of CO2 Equivalent</i>
Commuting	834.60 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	465.40 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	0 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	1,191 <i>Metric Tons of CO2 Equivalent</i>

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

Paper use, study abroad

A copy of the most recent GHG emissions inventory:

[Calculator_v7.0 13-14.pdf](#)

The website URL where the GHG emissions inventory is posted:

[STARS Reporting Tool | AASHE](#)

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

With a stated goal of a 26% reduction in GHG emissions by 2020, Pomona College has been moving forward with prioritizing energy conservation, efficiency, renewables, and then offsets. Progress has been made in retrocommissioning major buildings, the installation of a campus wide smart meter system improving communication and monitoring and integrated controls, performing ASHRAE Level I and II audits, and conservation measures such as Building Setpoint and Scheduling Guidelines, annual campus conservation competitions and the Green Office program. Every new construction project is placed under a tight building energy use intensity budget, defined in the campus master plan and incorporates renewables, most often notable solar arrays. 1.5% of campus energy comes from onsite renewables and a renewable energy strategy is under development to source more renewables in Pomona's supply.

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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 Transportation section of the Pomona College Sustainability Action Plan sets forth the following Objectives for 2020:

- Reduction of campus fleet gas use by 15%
- Reduction of SOV commuting by 10%
- Conversion of 50% of fleet to AFVs

The following purchasing standards are laid out in the Sustainability Action Plan Transportation section:

- Large auto and vehicles with special needs purchases must have a Global Warming Score of at least 5
- Small auto purchases must have a Global Warming Score of at least 7

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:

Pomona College reports greenhouse gas emissions from stationary sources on campus, calculated from natural gas boilers and hot water heaters (natural gas bills), distillate oil, propane use, campus fleet mileage reports, diesel generators, Grounds equipment fuel usage, animal husbandry (chickens), refrigerants, and chemicals such as fertilizers.

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

	Weight of Emissions
Nitrogen oxides (NOx)	0.01 <i>Tons</i>
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

The Energy section of the Pomona College Sustainability Action Plan highlights Objectives for 2020, including reducing on-campus energy use, which includes natural gas use, by 15%.

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

<http://www.pomona.edu/administration/sustainability/action-plan/index.aspx>

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

Ginny Routhe

Director

Sustainability Integration Office

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):

1,450,526 *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	---
Mid-Level	---
Highest Achievable Level	---

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	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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:

1,450,526 Square Feet

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

[Pomona_SustainableOperationsMaintenanceStds.pdf](#)

The date the guidelines or policies were formally adopted:

May 1, 2010

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

These standards are provided to reduce the environmental impacts caused by operating and maintaining facilities, including water, energy, and chemical use, the generation of a wide variety of wastes, and the purchase of materials. The following standards apply to operations and maintenance activities as they apply to all campus buildings, facilities, and outdoor sites:

- Alexander Hall
- Andrews Hall
- Baldwin House
- Brackett Observatory
- Bridges Auditorium
- Bridges Hall of Music and Lebus Court
- Carnegie Hall
- Clark I Res Hall
- Clark III Res Hall
- Clark V Res Hall
- Crookshank Hall

Dean of College House
Dean of Students House
Emeritus House - Faculty Offices
Frank Dining Hall
Frary Dining Hall
Grounds Facility
Hahn Hall
Haldeman Pool
Harwood Court
J.C. Cowart IT Building
Kenyon House
Lawry Court
Lincoln-Edmunds
Lyon Court
Mason Hall
Mudd/Blaisdell/Gibson Halls
Merritt Football Field
Millikan Laboratory
Montgomery Museum of Art
Norton Res Hall
Oldenborg Dining
Oldenborg Director House/Residence
Oldenborg Res Hall
Pauley Tennis Complex
Pearsons Hall
Pendleton Dance Center
Pendleton Pool
Pomona Hall
President's House
Rains Athletic Center
Rembrandt Hall
Renwick House
Richard C. Seaver Biology
Seaver House
Seaver North
Seaver South
Seaver Theater
Seeley G. Mudd Science Library
Smiley Res Hall
Smith Campus Center
Sontag Hall
South Campus Parking Structure
Sumner Hall
Sumner House
Thatcher Music Hall
Trails End Ranch Main House
TrailsEnd Ranch Bunk House Cottage (Caretaker's Residence)
Trails End Ranch Double Wide

Trails End Ranch Water Shed
Walker Res Hall
Walton Commons
Wig Cottages
Wig Res Hall

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

These standards are provided to reduce the environmental impacts caused by operating and maintaining facilities, including water, energy, and chemical use, the generation of a wide variety of wastes, and the purchase of materials. The following standards apply to operations and maintenance activities as they apply to all campus buildings, facilities, and outdoor sites.

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

<http://pomona.edu/administration/sustainability/policies-procedures/operations-maintenance.aspx>

Building Design and Construction

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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:

Pomona College constructed a 318,000 sqft parking structure in accordance to our green policies, but it is not eligible for LEED NC because it's a parking structure. It is therefore not eligible to be listed in this credit, even though it was constructed according to our Green Building Standards which state construction to LEED Gold standards.

"---" 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:

Pomona and Sontag Residence Halls, LEED Platinum
 Lincoln-Edmunds Buildings, LEED Gold
 Seaver Biology, LEED Silver
 Pomona Grounds Facility, LEED Gold

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

86,666 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	9,500 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	77,166 <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	---
Mid-Level	---
Highest Achievable Level	---

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

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

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

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

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

A copy of the guidelines or policies :

[Pomona_GreenBuildingStandards.pdf](#)

The date the guidelines or policies were adopted:

May 1, 2010

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

The following standards apply to all new construction and major renovation of buildings (requiring replacement of mechanical, electrical, and plumbing systems and replacement of over 50% of non-shell areas). Pomona College's South Campus Parking Structure, completed in 2011, was not eligible for LEED NC as a parking structure but was built to the standards within the Green Building Standards.

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

Project Managers, the Sustainability Integration Office, and project contractors are responsible for implementing the College's Green Building Standards, and must report to the Facilities and Campus Services Department and the Board of Trustees Facilities and Environment Committee on projects' sustainability features.

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

<http://www.pomona.edu/administration/sustainability/action-plan/initiatives/facilities/>

Indoor Air Quality

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

Criteria

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

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

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

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

Jennifer Schmidt

SIO Staff

Sustainability Integration Office

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:

25.03

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

[Sustainable Purchases Sample for AASHE '13-'14.xlsx](#)

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

See uploaded sample.

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:

Pomona College transitioned from contract food service to self operated dining facilities in 2011. One of the primary reasons for this change was to ensure that the College could offer students, faculty and staff food that is not only appetizing and nutritious, but also sustainability and ethically produced. During their time in operation, the new team has started sourcing some certified MSC fish, humanely-raised and antibiotic free meat, local and/or organic hand fruit and vegetables, fair trade organic beverages, locally-made bread and bagels, and many other local and/or organic items.

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

While Dining is self-operated, it purchases food and beverage through many vendors. Dining services requires that these vendors track local, organic and 3rd party certified products. The reports are sent to the staff at the Sustainability Office on campus, and analyzed for internal and external reporting.

Total annual food and beverage expenditures:

2,135,526.81 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
Convenience stores	Yes	No
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

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

[STARS Reporting Tool | AASHE](#)

available:

<http://www.pomona.edu/administration/dining/sustainability/index.aspx>

Low Impact Dining

Responsible Party

Jennifer Schmidt

SIO Staff

Sustainability Integration Office

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:

35.06

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

Dining services requires that our vendors provide annual reports tracking expenditures on all products. The Sustainability Office tracks 3rd party-certified meat, seafood, dairy and egg expenditures.

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

Yes

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

Yes

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

Yes

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

There are always a variety of vegan options offered daily at each meal, estimated to be about six options at every lunch and dinner at at least three options at breakfast. Depending on the meal, there are vegan options available in the salad bar, pizza bar, sandwich bar, cereal bar, and/or hot entree station. There are often vegan options in the soup bar, pasta bar, and daily exhibition. A designated vegan/vegetarian station in each dining hall provides main entree options at each lunch and dinner meal period.

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

Dining is pursuing several initiatives to improve the sustainability of the animal products served at meals. The institution is MSC Chain of Custody certified, and sources MSC fish where the budget allows for it. 95% of the eggs purchased through dining are cage free. Most meat served on the grill (both beef and chicken) is 3rd party certified humanely raised. All milk is rBST free.

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

<http://www.pomona.edu/administration/dining/facilities-hours/index.aspx>

Annual dining services expenditures on food:

2,135,526.81 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

748,713.37 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

141,864.93 *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

Robin Xu
SIO Staff
Sustainability Integration Office

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	165,288.26 <i>MMBtu</i>	172,014.10 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	83,914.50 <i>MMBtu</i>	78,801.90 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	93,053 <i>MMBtu</i>

Gross floor area of building space::

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

Gross floor area	1,450,526 <i>Gross Square Feet</i>	1,327,019 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	150,795 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	1,476
Cooling degree days	2,227

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2005	June 30, 2006

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

We use 05-06 as the baseline year because it is the earliest year for which we have accurate and extensive data. STARS used to automatically require 2005, which is another reason we selected this baseline.

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

Campus buildings are on a Building Management System (BMS), which establishes schedules for HVAC use in those facilities. The campus Heating and Cooling Guidelines target a temperature of 68-70° during the heating season and 74-76° during the cooling season during occupied hours. Building scheduling typically falls between 6 am and 6 pm. See:

http://www.pomona.edu/administration/facilities-campus-services/files/hvac_policy.pdf

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

LED lighting is used in a variety of applications across campus, including spotlights, residential lighting, street lighting, and as part of a public art installation. Pomona also just retrofitted the lighting in Bridges Auditorium and the music theatre to use LEDs. New major construction and renovation projects on campus are incorporating LED lighting wherever feasible.

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

Occupancy sensors and daylighting sensors are used in a variety of facilities across campuses, including office, academic, and residential facilities. They are used in hallways, bathrooms, and kitchens.

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

In 13-14, solar thermal heating was employed at Pendleton Pool and on Sontag and Pomona residence halls.

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

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

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

In 2013-2014, Pomona started a retrocommissioning process in its science laboratories: Seaver North, Seaver South, and Richard C. Seaver Biology. The energy efficiency measures from the first phase of this project is underway and is anticipated to reduce the three buildings' energy use by 10%. The second phase of the project in 2015 will reduce building energy an additional 15%. Another retrocommissioning study is being implemented for the two dining halls that are open most often.

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

Campus buildings are managed by a Building Management System, which includes scheduling for lighting, HVAC, and other building infrastructure; setpoints for HVAC; and monitoring for overall building performance.

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

Pomona's Green Purchasing Standards and Sustainable Operations and Maintenance Standards require all new appliances to be Energy Star rated. Mini fridges students bring to campus also require an Energy Star rating and are not allowed in the new residence halls where ample common refrigerators are provided. The Integrated Facilities Plan includes a goal to switch out inefficient boilers and systems in a timely and regular manner.

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

The College's Grounds Department has been systematically increasing the variety and extent of drought-tolerant landscaping choices on campus, including reduced water-using grass blends for turf. Grounds strategically designs landscaping on campus to place plants that need more water in naturally wetter areas of campus and plants that need less water in drier areas. The College's irrigation system includes a variety of measures to ensure that landscaping is irrigated appropriately, including daily-updated weather data from the campus' weather system that controls irrigation systems based on predictions of humidity and precipitation, efficient Rainbird irrigation equipment, and a rain gauge shut-off that shuts down the system when more than 0.5" of rain is detected. Drip irrigation has been systematically installed where appropriate, reducing the use of spray and other sprinkler types on campus. In Summer 2009, Grounds replaced 5,148 sq-ft of spray irrigation with drip irrigation. Since 2004, the College has significantly reduced the watering schedule for campus landscaping, down to a base for two times per week (aside from athletic turf, which must be watered three to four times a week due to different maintenance requirements). Watering occurs more than twice a week when weather or other conditions require it.

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

We use the VendingMiser VM2iQ unit to control vending machines around campus.

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

Pomona College participates in a continuous energy improvement program, outlined in the campus energy policy. This incorporates continuous cycles of conducting ASHRAE Level II or III audits of buildings, evaluating projects for cost and energy savings, and implementing projects that meet the established criteria.

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

<http://www.pomona.edu/administration/sustainability/initiatives/energy/efforts.aspx>

Responsible Party

Robin Xu
SIO Staff
Sustainability Integration Office

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	1,256.29 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	1,157.54 <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:

165,288.26 *MMBtu*

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

The College currently has seven solar photovoltaic arrays that together total 362 kW including a teaching solar laboratory on the roof of Pomona Hall, one of our LEED Platinum residence halls. The solar PV arrays are on the following buildings: Richard C. Seaver Biology Building (2.5 kW), Lincoln-Edmunds Buildings (88.2 kW), two North Campus Residence Halls (81.7 kW), South Campus Athletic Facility/Parking structure (81 kW), and the Grounds Facility (109 kW).

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

In 2013-2014, 14,326 kBtu of solar thermal hot water heating was produced by Sontag residence hall for two North Campus residence halls, and the Pendleton Pool heating system produced 1,143,217 kBtu.

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

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

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

<http://www.pomona.edu/administration/sustainability/action-plan/initiatives/energy/>

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

Robin Xu
SIO Staff
Sustainability Integration Office

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>190 Acres</i>
Footprint of the institution's buildings	<i>42 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>0 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>0 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>58 Acres</i>
Managed organically, third party certified and/or protected	<i>90 Acres</i>

A copy of the IPM plan:

[SAP_OperMaintStd.pdf](#)

The IPM plan :

Pomona's Sustainable Operations and Maintenance Standards state that outdoor pests shall be managed in a way that protects the surrounding environment and human health. To minimize use of chemicals and prevent pests from becoming a threat, Grounds must inspect and monitor outdoor facilities, sanitize and manage pest attractants, engage in structural maintenance, and evaluate the need for pest control. If the need for chemical controls is established, Grounds can only use substances in targeted locations on targeted species. All substances must meet San Francisco's Tier 3 hazard criteria for a least toxic pesticide, and if cleaning products are used, they must be in accordance with the College's Green Cleaning Standards. Pesticides are acceptable only if they are used in self-contained baits and placed in inaccessible locations. Indoor management of pests follows similar procedures. The EPA IPM guidelines are equivalent, as Pomona's Standards require evaluation, targeted application, prevention, and guidelines for the selection and application of pest control substances.

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

Pomona College has committed to sustainability. What might this mean for landscape and open space design? First, designers must consider sustainability both in terms of renovation projects as well as new construction. Sustainability, as suggested above, is a critical issue that must become an integral part of the design process.

Sustainable landscape design may assess basic and practical issues, which include evaluating the use or application of fertilizers, pesticides and herbicides; reducing or eliminating portions of planted areas to conserve water; use of the most efficient irrigation systems; and establishing composting programs for organic wastes. But a complete and workable definition of sustainability for Pomona College must also address

what has been described as “aesthetic sustainability.” This includes visual appeal and harmony, combined with ecological integrity, issues of human well-being, and place identity.

Considerations of aesthetic sustainability at Pomona College include recognition that the value of historic, mature landscapes such as those of Marston Quadrangle must be balanced with desires to solve current dilemmas such as reduction of water use. There must also be a recognition that newer is not necessarily better, and that the most sustainable landscape may be the one that already exists. This is quite clear in the more

undisturbed regions of the Wash, but is equally true of the edges of Marston Quadrangle.

Composed of traditionally high water use plant material such as coast redwood and camellias, the maturity of this landscape causes it to be classified as a relatively low water use zone.

Truly sustainable landscape design balances a variety of resources, including water, stormwater runoff, historic value, and aesthetic character. A sustainable landscape cannot conserve one resource, while ignoring others. Water conservation, for instance, is a critical issue for Southern California. However, water use reduction should not occur at the expense of the beautiful and usable spaces that make Pomona the “College in a

Garden.” We must preserve historical landscape character and work toward ecological sustainability at the same time. The positive environmental effects of landscapes, including oxygen production, solar control, heat mitigation, and stormwater runoff control and filtration must be maintained and maximized.

In addition, sustainability efforts at Pomona College should always be an educational process for the campus community and for visitors. Wherever appropriate, landscape design should incorporate interpretive graphics describing sustainability efforts.

When considering issues of sustainability in designing projects at Pomona College, site specificity and context must be at the forefront of design decisions. Sustainability must coexist with existing, mature, and historic open spaces.

Whether designing new spaces or renovating older ones, understanding maintenance issues should be considered an integral part of the design process. The project designer must proactively engage the college’s Office of Facilities and Campus Services, which includes the Grounds, Maintenance, Planning, and Sustainability Departments, from the earliest phases of design.

This will provide the campus staff with the opportunity to share with the designer their special requirements and institutional knowledge as well as standards specific to Pomona College. Issues such as material selection, initial planning densities, equipment limitations, etc., can be shared and mutually agreed upon early in the design process. At the same time, the design intent and long-range aesthetic expectations can be agreed upon and later codified for use by maintenance staff in the future.

The Office of Facilities and Campus Services is the source for all campus standards with regard to irrigation, site lighting, and site furnishings and is an invaluable resource for points of communication with other campus departments and organizations.

Once the project is complete, it shall be the responsibility of the project designer to provide written guidelines for specific maintenance requirements and expectations as discussed above.

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 Pomona College Open Space and Landscape Guidelines, approved in May 2010, identify "the use of California native plants and their cultivars whenever appropriate" as a major design issue for sustainability in the College landscape. The College has been systematically increasing the variety and extent of drought-tolerant and native vegetation throughout the campus. The campus also contains a dedicated natural preserve known as "the Wash" with a variety of species of native flora.

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

All green waste from campus operations is either composted on-site or picked up by the City of Claremont, where it is composted and used as mulch.

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

On all college grounds, excluding athletic fields, only organic fertilizers are used. Spot applications of inorganic herbicides occur minimally.

Chemical fertilizers shall be used only on athletic turf surfaces, and only as frequently as needed to maintain the necessary characteristics for athletic uses. The use of local and native plants and low-impact maintenance practices eliminates the use of chemical fertilizers elsewhere on campus.

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

Porous/ permeable substances are used in hardscape planning.

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

The campus implements stormwater management techniques which include bioswales, retention ponds, CHCments, and stormwater diversion infrastructure.

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

N/A

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

In 1905 The Wash, a 40 acre run-off area for floods from the nearby mountains, was purchased and protected from development. This property is immediately adjacent to campus and houses the Pomona Organic Farm and some athletic fields on the periphery. In 2011, Trails End Ranch was purchased, including more than 50 acres of almost pristine chaparral, for a new field station and to preserve an important piece of natural landscape from future development. The property is 3.9 miles from campus and adjacent to natural lands owned by the County of Los Angeles and the Claremont Wilderness Park.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

No

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

[http://www.pomona.edu/administration/sustainability/policies-procedures/operations-maintenance.](http://www.pomona.edu/administration/sustainability/policies-procedures/operations-maintenance.aspx)

aspx

Responsible Party

Robin Xu
SIO Staff
Sustainability Integration Office

Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

The Wash. Check on Trails End Ranch. BFS??

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

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

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

The College maintains ownership in two pieces of land in particular that serve as wildlife habitat, though the entire campus serves as habitat to a wide variety of flora and fauna. The Robert J. Bernard Biological Field Station (BFS) is an academic resource of the Claremont University Consortium (CUC), which includes Pomona, and spans 86 acres of CUC property. BFS contains Riversidian alluvial fan scrub, live oak forest, and grassland habitat as well as an artificial lake with surrounding riparian woodland and several created vernal pools. It is home to bobcats, coyotes, great blue herons, 28 mammal species, more than 170 bird species, 17 reptile and amphibian species, and hundreds of invertebrates and plant species. The campus itself also includes a dedicated natural preserve known as "The Wash," a 40-acre parcel of preserved native Oak habitat.

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

<http://research.pomona.edu/bfs/>

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

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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?:

No

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

The electronics purchasing policy, directive, or guidelines :

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

Pomona College has no official EPEAT purchasing policy, but purchases EPEAT computers and monitors even in the absence of a policy.

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 <i>US/Canadian \$</i>
EPEAT Silver	29,037.88 <i>US/Canadian \$</i>
EPEAT Gold	258,326.50 <i>US/Canadian \$</i>

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

301,224.40 *US/Canadian \$*

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

Cleaning Products Purchasing

Responsible Party

Robin Xu
SIO Staff
Sustainability Integration Office

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:

[Pomona_SustainableOperationsMaintenanceStds.pdf](#)

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

Preferred Products and Procedures

There are a variety of certifications and principles that apply to cleaning products, equipment, and procedures. After researching various certifications and labels, the College has determined that Green Seal-certified and EcoLogo-certified products are in general the preferred options, with exceptions made on a case-by-case basis.

>> Cleaning Products Cleaning products have one of the following certifications:

- General-purpose, bathroom, glass, and carpet cleaners: Green Seal GS-37
- Cleaning and degreasing compounds: EcoLogo CCD-110
- Hard surface cleaners: EcoLogo CCD-146
- Carpet and upholstery care: EcoLogo CCD-148
- Floor care: Green Seal GS-40
- Digestion additives: EcoLogo CCD-112
- Drain or grease trap additives: EcoLogo CCD-113
- Odor control additives: EcoLogo CCD-115
- Hard floor care: EcoLogo CCD-147
- Hand soap: Green Seal GS-41; EcoLogo CCD-104; foaming or other high-efficiency soaps where possible; no antimicrobial agents except where required.

Cleaning systems utilizing ionized or electrolyzed water as a sanitizer and general cleaner will be phased in as feasible as a means of reducing chemical use.

The use of harsh disinfectants will be minimized and used only as needed at primary contact points, including bathroom sinks and toilets. Bleach and phenolic disinfectants will be used only when necessary. Disinfectants used will be H₂O₂-based and EPA-registered.

>> Floor Care Systems

- Floor sealers, finishes, strippers, and maintainers should be used on an as-needed basis rather than a frequency schedule in order to minimize their use. Green Seal-certified products (GS-40) will be preferred, though used only when effective and their use should be phased in. Housekeeping and the Sustainability Integration Office will continue to evaluate new Green Seal-certified floor care systems as they become available.
- When possible, floors will not be sealed or finished in order to reduce the need for maintenance products and procedures.
- To further reduce the impact of floor maintenance, the College utilizes the following procedures:
 - The use of dust collection mechanisms for burnishers
 - Autoscrubber or mop-on products in lieu of spray products.
 - Low-water autoscrubbers equipped with chemical control systems and with a noise level of less than 70dBA.
 - Orbital scrubbing/stripping machines that minimize water use and that do not require chemical stripper.
 - Scrubbing and burnishing pads with recycled content.
 - Equipment chosen to minimize water use.
 - Staff trained in minimizing water use in floor procedures.
 - Gel and other less environmentally-hazardous equipment batteries.

>> Cleaning Equipment Cleaning equipment should be high-efficiency, low-noise, and low-impact.

Specific requirements are as follows:

- Vacuum cleaners are certified by Carpet and Rug Institute Green Label Testing Program and operated with sound level of less than 70dBA
- Carpet extraction equipment used for restorative deep cleaning is certified by Carpet and Rug Institute's Seal of Approval Testing Program
- Powered floor maintenance equipment is equipped with vacuums, guards, and/or other devices for capturing fine particulates and operates with sound level of less than 70dBA
- Propane-powered floor equipment has high-efficiency, low-emissions engines that meet CARB or EPA standards, and operates with a sound level of less than 90dBA
- Battery-powered equipment is equipped with environmentally preferable gel batteries
- Powered equipment is ergonomically designed to minimize vibration, noise and user fatigue
- Equipment is designed with safeguards, such as rollers or rubber bumpers, to reduce damage to surfaces

>> Dilution Systems and Packaging All cleaning products will be administered with an adequate dilution control system. Products with reduced packaging, recyclable packaging, and packaging with recycled content are preferred.

>> Dusters, Mops, and Cleaning Tools The College uses only re-usable, launderable, microfiber cloths and mops as cleaning tools, in lieu of paper. These cloths and mops will replace all disposable cleaning tools as feasible, and should be washed in water- and energy-efficient, EnergyStar label washing machines and dryers. Additional preferred tools include recycled content PET plastic wet mops (100% post-consumer waste PET), bamboo mop handles, and other products with recycled content and/or rapidly renewable materials.

>> Entrance Matting Permanent entry systems (including grills, grates, and mats) will be utilized in College facilities to reduce dirt and particulates entering facilities, which improves indoor air quality and reduces maintenance and cleaning needs. Entrance areas are vacuumed, swept, mopped, and/or dusted frequently. Entry systems should be made from environmentally preferable materials (such as rubber) and/or with recycled content where available, and should be recyclable.

>> Deodorizers Automatic Aerosol Deodorizers are not a part of the College's preferred Green Cleaning Program, because they contain high levels of Volatile Organic Compounds. Air freshening systems should be non-aerosol, including products that operate with a wick system or that otherwise have no aerosol propellants.

>> Urinal Blocks Urinal blocks should not be used because they contain hazardous materials.

>> Paper Products

- Cleaning-related paper products should hold at least one certification as follows:

- Paper towels and napkins: Green Seal GS-09; EcoLogo CCD-086
- Tissue paper: Green Seal GS-01; EcoLogo CCD-082
- Products should also be Processed Chlorine Free (PCF)
- Additional considerations for paper products include:
 - The use of rapidly renewable materials or tree-free fibers
 - Waste-reducing design, including coreless rolls and regulated towel dispensers
 - Post-consumer recycled content
 - The impacts of whitening and/or bleaching processes
 - Forestry practices and related certifications (e.g. Forest Stewardship Council-certified)
- The installation of high-efficiency hand dryers are recommended, as long as they can be installed without companion hand towel dispensers.
- Partial rolls of toilet paper and other paper products should not be discarded when replaced.

>> Plastic bags used in cleaning operations, including trash and recycling bags, should have the highest possible level of recycled content. Clean or unused bags that need to be discarded should be recycled.

Additional Procedures:

Staff members cleaning a facility should make certain to turn off all lights and other powered equipment (as directed) when leaving work areas, and only turn on lights and equipment as necessary to complete assignments.

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

If products, procedures, or equipment must be used that do not meet the standards, they should be used for an isolated issue that can only be mitigated by using that item or action. Occasional deviation from the program is acceptable on a case-by-case basis as determined by Facilities and Campus Services and the Sustainability Integration Office. Facilities and Campus Services will continually test environmentally-preferred products from a variety of manufacturers in order to best understand what will be effective for the College. The Sustainability Integration Office reviews annual purchasing of green cleaning products and ensures compliance and provides assistance in researching and recommending alternative sustainable products when issues arise. Staff using these procedures will be trained on an annual basis to reiterate the purpose, goals, and details of the Green Cleaning Program.

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:

95,687.80 US/Canadian \$

Total expenditures on cleaning and janitorial products:

162,193.53 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:

Office Paper Purchasing

Responsible Party

Jennifer Schmidt

SIO Staff

Sustainability Integration Office

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:

[SAP_v3.pdf](#)

The paper purchasing policy, directive or guidelines:

In the College's Sustainability Action Plan, the College set a goal that everyday copy/ printer paper purchased with college funds must contain at least 30% post-consumer recycled content, with the goal of 90% of all basic copy paper being 100% post-consumer recycled, FSC-certified, and processed chlorine free (PCF) by 2020, and that 90% of all colored paper, cardstock, and alternative sizes of paper be at least 30% post-consumer recycled.

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

The Treasurer's Office periodically releases information reminding offices that copy/print paper should contain 30% post-consumer recycled content. The Business Office is currently tracking paper purchases, so will be able to remind those offices that are not complying [STARS Reporting Tool](#) | [AASHE](#)

with this directive.

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

Yes

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

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	23,070.13 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	57.99 US/Canadian \$

Total expenditures on office paper :

33,505.35 US/Canadian \$

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

<http://pomona.edu/administration/sustainability/policies-procedures/paper.aspx>

Inclusive and Local Purchasing

Responsible Party

Jennifer Schmidt

SIO Staff

Sustainability Integration Office

Criteria

Part 1

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

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

Part 2

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

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

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

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

[SAP.pdf](#)

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

See the Purchasing section (beginning p. 41), especially the Goals and Objectives. One of the goals of the purchasing policy is the "consideration of economic, social, environmental, and ethical aspects of all products and services," and one of the objectives is to identify and select preferred providers based on "Reduced resource use during manufacturing and use; Location of production (distance traveled by product materials and final product); and Social and environmental track record of producer."

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

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

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

Life Cycle Cost Analysis

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

Criteria

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

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

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

Check SAP...

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

Guidelines for Business Partners

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

Criteria

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

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

And/or

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

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

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

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

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

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

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

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

None

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

[Pomona_SustainableOperationsMaintenanceStds.pdf](#)

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

Refrigerants: The College shall use no CFC-based refrigerants in HVAC and refrigeration, if possible, in current equipment or when switching out equipment. Only refrigerants that comply with LEED enhanced refrigerant management standards shall be used. - Adhesives and sealants must have a VOC content less than current VOC content limits of SCAQMD Rule #1168

- Paints and coatings have VOC emissions not exceeding VOC and chemical component limits of green Seal's Standards GS-11 requirements
- Non-carpet flooring finishing is FloorScore-certified
- Carpet meets requirements of CRI Green Label Plus Carpet Testing Program and carpet cushion meets requirements of CRI Green Label Testing Program
- Composite panels and agri-fiber products contain no added urea-formaldehyde resins

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

This policy is monitored by the President's Advisory Committee on Sustainability.

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

<http://www.pomona.edu/administration/sustainability/action-plan/initiatives/purchasing/purchasing.aspx>

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

Jennifer Schmidt

SIO Staff

Sustainability Integration Office

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.

Submission Note:

The information about transportation purchasing is on pages 49 & 50 of the Sustainability Action Plan.

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

Total number of vehicles in the institution's fleet :

90

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	59
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:

Objectives for 2020

>> Reduction of campus fleet gas use by 15%

>> Reduction of single occupancy vehicle commuting by 10%

>> Conversion of 50% of fleet to alternatively fueled vehicles (including solar charging for carts, biodiesel for Grounds vehicles, and hybrids for automobiles)

>>Starting now, follow these standards for automobile purchases:

- Large automobiles (vans, trucks, SUVs): Global Warming Score³⁹ of at least 5

- Small automobiles (everything else.): Global Warming Score of at least 7

- Vehicles with special needs (e.g. larger chassis for hauling): Global Warming Score of at least 5 when possible

- All automobile purchases: if special circumstances apply where the Global Warming Score standard cannot be met, consultation with the Sustainability Integration Office is required

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

<http://www.pomona.edu/administration/sustainability/action-plan/>

Student Commute Modal Split

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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.

Submission Note:

Pomona College campus is primarily residential, with more than 99% of students living on campus and greater than 99% of commuters living within 1.5 miles of campus.

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

Total percentage of students that use more sustainable commuting options:

99.80

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)	0.20
Walk, bicycle, or use other non-motorized means	99.66
Vanpool or carpool	0.14
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

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

STARS Reporting Tool | AASHE

A student commuter survey is distributed to all students who live off campus in the spring semester. It asks modes of transportation to campus from the previous week, distance from campus, and vehicle make and model. Commuting percentages are derived from the results of this survey.

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

<http://www.pomona.edu/administration/sustainability/action-plan/initiatives/transportation/>

Employee Commute Modal Split

Responsible Party

Jennifer Schmidt

SIO Staff

Sustainability Integration Office

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.

Submission Note:

Rather than counting an employee who walks once during the week as an employee who uses alternative transportation, we used percentage of trips to work to calculate employee transport means.

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

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

38.90

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)	60
Walk, bicycle, or use other non-motorized means	19
Vanpool or carpool	14.30
Take a campus shuttle or public transportation	3.60

Use a motorcycle, scooter or moped	0.85
Telecommute for 50 percent or more of their regular work hours	0.89

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

Pomona College works with Ridelinks to perform an annual rideshare survey that is used to calculate average employee commute information for the year. Respondents supply their commuting data for the week of the survey, which is then used as a proxy for annual commuting totals. The calculated margin of error is 1.98%.

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

<http://www.pomona.edu/administration/sustainability/action-plan/initiatives/transportation/>

Support for Sustainable Transportation

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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:

The Rains Center provides showers and lockers for any faculty, staff, and students who require them. Indoor bicycle storage is available in the Lincoln-Edmunds building, Sontag Parking Structure and South Campus Parking Structure, and close to 2,000 bicycle parking spaces are offered throughout the campus. Additional showers are available in the Seaver North Building and the Lincoln-Edmunds academic buildings. Other bicycle storage is available throughout campus, including indoor summer storage.

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:

Pomona College has more than 2,000 bike racks located conveniently around campus and there are bike racks located within the Village of the City of Claremont as well, particularly at the Post Office and Library that are in the City's designated Bicycle Priority Zone. These locations are all within 50 ft of non-residential campus buildings. The campus Bike Rack map is online at

http://www.pomona.edu/administration/facilities-campus-services/files/bike_racks.pdf

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?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

The City of Claremont has designated a Bike Priority Zone (BPZ) within the Village, the Claremont Colleges and the residential neighborhoods south of Foothill Boulevard and north of First Street. The BPZ emphasizes safe bicycle routes and parking facilities, as well as improved bicycle access. These conditions in combination with the proximity to transit-oriented developments and mass transit opportunities, make bicycling a convenient commuting option. Additionally, the Pomona College Master Plan states that bicycles and vehicles share Bonita and Columbia Avenues. Bicycles and pedestrians share major on-campus pathways. The width and regularity of these pathways, traffic flow, bicycle density and programs for bicycle safety mitigate the need for separated bike lanes on campus pathways. The Bicycle Circulation Map is on p.34 of the Master Plan.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

The Green Bikes Program provides free semester-long rentals of their 150 bicycle fleet, as well as free labor on bike repairs for fleet or private bikes. The Green Bike fleet is comprised of recovered bicycles abandoned on campus that have been repaired and made operational and are distributed to students in a lottery at the beginning of each semester. The Green Bikes Shop holds open hours six out of seven days each week of the semester. A small fleet of six folding bikes is also available for daily checkout at the campus center or through the Outdoor Education Center.

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?:

Yes

A brief description of the certification, including date certified and level:

Pomona College received a Bronze level certification as a Bicycle Friendly University on October 15, 2014, good for four years.

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):

Faculty and staff can receive a subsidy of up to \$100/ month for commuting with public transportation such as the Metrolink commuter train or the bus system. The Rideshare program administered by Human Resources also awards employees with \$2 each day reported commuting with alternative means other than single-occupancy vehicular traffic. In 2011-2013, 37% of faculty/staff participated in the Rideshare Program and 3% applied for the public transportation subsidy.

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

No

A brief description of the GRT program:

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

Yes

A brief description of the carpool/vanpool program:

The College subscribes to an online ride matching service provided by Ridelinks, which suggests carpools based on location. The College pays employees \$2 per day through the Rideshare Program for carpooling, walking, biking, or using public transportation and enters participating employees into a monthly raffle for prizes.

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:

Pomona College has contracted with Zipcar to provide car-sharing services on campus at a discounted rate to students, staff, and faculty. A total of 14 vehicles are available, including hybrids.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

The South Campus Parking Structure houses six EV stations with reserved spots. These stations are on the Charge Point network and are available for public use and for employees and students.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

Various employees on campus have reported in their commuter survey that they drive in to work, for example two days of the week, and telecommute the remaining three. Telecommuting currently represents 1% of employee work days.

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:

The College does not have a condensed work week option at this time.

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 has a faculty rental and home loan program. The College owns 35 faculty rental units within one mile of campus, and the home loan program provides reduce rate mortgages for tenured and tenure-track faculty on properties within five miles of campus.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

No

A brief description of other sustainable transportation initiatives and programs:

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

<http://www.pomona.edu/administration/academic-dean/guidelines-policies/department-chair-handbook.pdf>

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

Robin Xu
SIO Staff
Sustainability Integration Office

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	510 Tons	480 Tons
Materials composted	176.45 Tons	105 Tons
Materials reused, donated or re-sold	49.80 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	510.60 Tons	699 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	1,488	1,382
Number of residential employees	19	11
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,584	1,545
Full-time equivalent of employees	700	545
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2006	June 30, 2007

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

06-07 has been used as a waste baseline for several years because it is the first year for which waste was accurately tracked by the college.

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

Annual waste audits are performed. 6 trash bags are collected from 6 zones on campus (residential, dining, academic, science, administrative, and Smith Campus Center). The bags are opened, and the waste sorted into about a dozen categories, and each category weighed to determine its contribution to the landfill waste produced on campus.

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

A primary goal of the Pomona College Purchasing Policy is, "Reduced waste in the production and use of products, measured by reduced mass sent to landfills."

Environmentally-preferred products are selected for procurement with consideration to various objectives including "Waste/Disposal":
Minimal packaging
Waste minimization through durability
Minimization of hazardous and toxic wastes
Ability to be recycled or disposed of safely
Ability to return the product for refurbishing/reclamation at the end of its life-cycle

see:

<http://www.pomona.edu/administration/sustainability/policies-procedures/purchasing.aspx>

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

The Sustainability Integration Office and the materials reuse program (ReCoop) assist students, staff, and faculty with the collection of unwanted reusable items (including furniture, appliances, clothing/shoes, and school/office supplies) and give or sell them back to the campus community throughout the year. The SIO and ReCoop also run a materials reuse/exchange/donation program (Clean Sweep) for students during move-in and move-out in order to reduce the purchase of new items and the disposal of reusable items. The ReCoopOFFICE program is dedicated specifically to College-owned items and provides a free exchange of office products from file trays to desks and chairs. FreeCoop is a room from which students donate or take used clothing and shoes.

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

Pomona's ITS department has a staff position, Document Management Specialist, whose job it is to digitize business processes and support paperless initiatives. Pomona College course catalogs, the Student Handbook and President's Annual Report are completely electronic. Course registration has also been moved online. Most classes use the Sakai online collaborative learning environment to post syllabi and reading materials, allowing students to print the documents themselves or read them electronically. Payroll information and timesheets are filled out online and paystubs are received electronically (for those participating in direct deposit).

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

Pomona College allots students a printing credit of \$5.00 per semester, and \$10.00 per semester for Pomona seniors. Printing costs \$0.02 per page, regardless of whether they are printed on one or both sides, which encourages double-sided printing. Pomona's Green Office Program encourages and enables offices to set printers to automatically double-side.

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

The Clean Sweep/ReCoop program substantially reduces move-out waste with a team of 30 paid student workers for one week (three days before and three days after Commencement) collecting reusable items from the residence halls and through donation events. Every dorm room on campus is searched for reusable items left behind, and all items are cleaned, organized, and tested for resale. Previously, these items were sent to the landfill. This effort has more than cut in half landfill waste during the move-out period. Items with high resale value for the campus community are stored on campus over the summer and sold in the fall, and items valuable for community and charitable organizations (like clothing, shoes, bedding, books, and home supplies) are donated. The proceeds from ReCoop sales go

fund the Clean Sweep crew and the program's operating costs. In 13-14, Clean Sweep/ReCoop diverted 22.79 tons of move-out waste.

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

In 2013 the College established FreeCoop. A room in a central location on North Campus has been set aside where students can donate unwanted clothes and accessories, and students can stop by, browse and take any items they like, thereby encouraging reuse. In 2014, the Student-Athlete Advisory Committee (SAAC) paired with Nike to run a Reuse a Shoe campaign, in which old athletic shoes were donated and the materials recycled into athletic facilities such as tracks, gym floors and turf fields.

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:

In 2013, the Sustainability Office hosted a compost competition between the three dining halls on campus in order to encourage pre-consumer composting by dining hall staff. Pre-consumer composting was established at Pomona over seven years ago. Student compost drivers collect pre and post consumer waste collected by dining halls and take it to the Pomona Organic Farm for composting.

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

Pomona College eliminated the use of trays in dining halls beginning in Fall 2009. The change was made for all dining halls in the five Claremont Colleges. A small-scale food waste audit suggested that going trayless may reduce food waste by around 20 pounds per meal in each dining hall, and by about 10% overall. Students are encouraged to compost their vegan food scraps, which are then weighed and used at the organic farm on campus. PEAR (Pomona for Environmental Action and Responsibility) hosts Compost Day annually, giving out cookies to those who compost leftover vegan food scraps.

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):

Dining Services charges \$0.50 for biodegradable disposable to-go containers and provides reusable to-go containers and mugs free of charge. Students exchange used reusable containers for a clean one upon entry to the dining hall, where the containers are cleaned with other dishes. The campus cafe, Coop Fountain, also accepts reusable to-go containers and mugs for exchange.

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):

All "dine-in" meals are served on reusable service ware. Guests are encouraged to compost by signage at compost bins that are next to the plate return area. Cups in dining facilities are Preserve 100% recycled PCW products.

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:

The Coop Fountain, run by the Associated Student of Pomona College, offers refills of coffee, tea, and soda for \$0.25 if students bring their own reusable mug or cup, a discount of 75% over the regular price of \$1.00. The Sagehen Café offers a \$0.25 discount on any beverage for those who bring their own cup.

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

Pomona College Catering offers reusable Corelle dish ware instead of compostable disposables upon request, eliminating any dish ware waste at events. Also, during Class Day dinner Commencement weekend, 1,500 people are served with water dispensers instead of bottled water, as used to be the case until 2014.

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

<http://www.pomona.edu/administration/sustainability/action-plan/initiatives/waste/>

Waste Diversion

Responsible Party

Robin Xu
SIO Staff
Sustainability Integration Office

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:

740.40 Tons

Materials disposed in a solid waste landfill or incinerator :

510.60 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Initiatives to reduce landfill waste: The replacement of disposable to-go containers and cups with reusable to-go containers and cups in dining halls likely had a significant effect on landfill waste. The Coop Fountain campus restaurant also participates in the reusables initiative. The Sustainability Integration Office (SIO) holds campaigns throughout the year to raise awareness and collect pledges for waste reduction.

Diversion initiatives: The College contracted with the Institution Recycling Network's Surplus Reuse Program and Sustainable Furniture Inc. to donate just above 26 tons of furniture (?) The SIO has added clearer signage about recycling and composting to trash rooms in dormitories. Dining halls transport pre-consumer food waste to the on-campus organic Farm for composting, and the residence hall composting program was expanded with compost bins installed throughout campus. The SIO's ReCoop/Clean Sweep materials reuse program collects abandoned student items during move-out and resells them during move-in. A waste audit is conducted annually and the results publicized to encourage better diversion. The SIO's Green Office Program provides stickers and signage for offices about compost and recycling and encourages diversion through its credit system.

Construction waste diversion: During construction and renovation projects, demolition and construction wastes are diverted through reuse, recycling, and donation. The construction waste diversion rate was at 89% for 2013-2014.

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

The Food Rescue program, started in 2007, donates approximately 400 meals per week to feed local homeless people. A group of 15 students picks up prepared but unserved food from the dining halls and delivers it to local shelters every night during the school year. In 2009, the program received a \$10,000 grant for expenses and to help begin similar programs at other college campuses. Food Rescue diverted approximately 5 tons of what would have been food waste in 2013-2014.

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

Pomona's dining halls compost non-meat and non-dairy pre-consumer waste, which is transported to the campus Organic Farm for composting. Students can compost pre-consumer waste in the residence halls by checking out a compost bucket (or using their own) from the Sustainability Integration Office, then disposing of those compostable wastes at the Organic Farm or at the nine compost bins placed in residence hall areas around campus.

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

Students can compost post-consumer wastes in the dining halls by scraping non-meat and non-dairy wastes (including napkins and other paper scraps) into bins by the tray return. Students can also compost post-consumer waste in the residence halls by checking out a compost bucket (or using their own) from the Sustainability Integration Office, then disposing of those compostable wastes at the Organic Farm or at the nine compost bins placed in residence hall areas around campus. The Coop Fountain campus grill also collects post-consumer compost for the Farm.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No

Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

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

Food related grease from the dining halls and on campus cafes are diverted to two companies: DarPro (Darling International) and Filta Services.

Construction and Demolition Waste Diversion

Responsible Party

Robin Xu
SIO Staff
Sustainability Integration Office

Criteria

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

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

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

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

7,398.39 Tons

Construction and demolition materials landfilled or incinerated :

960.50 Tons

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

New construction projects follow the Pomona College Green Building Standards and Sustainability Action Plan, which require a minimum 90% diversion rate for new construction and major remodeling projects. In 2013-2014, C&D waste diversion rate for the new Millikan and Studio Art Hall projects were 89% and 77%. Small construction redesign was a 95% diversion in 2013-2014.

Hazardous Waste Management

Responsible Party

Robin Xu
SIO Staff
Sustainability Integration Office

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Submission Note:

<http://www.north-state.com/aboutus.asp>

<http://www.allgreenrecycling.com/electronics-recycling/>

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Pomona's chemistry department facilitates a computer inventory of chemicals in the stockroom to prevent repeat-purchasing, increase efficiency, and decrease waste. The Sustainability Integration Office's green office program and website encourage faculty, staff, and students to purchase rechargeable batteries instead of disposable ones. The SIO's website also contains outreach information on how to properly dispose of hazardous wastes.

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

North State Environmental collects the College's hazardous waste when necessary. North State Environmental is a registered hazardous waste transporter with the State of California, the U.S. Department of Transportation, and the U.S. EPA. The company provides environmental documentation including certificates of disposal.

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

N/A

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

Pomona's chemistry department facilitates a computer inventory of chemicals in the stockroom to prevent repeat-purchasing, increase efficiency, and decrease waste. This resource is available for all other departments to access.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

The Recycling Center in the Smith Campus Center provides a receptacle for electronic waste and there is a dumpster in the Grounds Facility yard for larger electronic wastes.

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

The College uses All Green Recycling (

<http://www.allgreenrecycling.com>

), a California State approved electronic waste recycling center. All Green holds e-Stewards, R2 and ISO14001 certifications. The company adheres to international definitions of electronics recycling and has complete transparency in the chain of custody of disposed toxic materials. All-Green Recycling has a zero-landfill policy, ensuring that all materials recovered are recycled appropriately. A written Illness and Injury prevention program and strict site closure plans for potentially hazardous processing technologies protect the basic safety of employees.

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

[STARS Reporting Tool | AASHE](#)

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

Jennifer Schmidt

SIO Staff

Sustainability Integration Office

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.

Submission Note:

Pomona College's master plan calls for the removal of parking from the interior of campus to improve pedestrian access and green areas. Since 2011, three major parking lots have been removed and drought tolerant plants put in their place. This removal of impermeable ground improves the groundwater recharge when it rains, yet does require additional water, particularly to get the native plants established in the first few years. Additionally, Claremont and the rest of California suffer from the drought with only 6 of our usual 13-17 inches of rain falling last fiscal year. This has required additional water in places to keep trees and plants from stressing.

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

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

High

Total water use::

	Performance Year	Baseline Year
Total water use	111,520,680 Gallons	105,205,278 Gallons

Potable water use::

	Performance Year	Baseline Year
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Potable water use	111,520,680 <i>Gallons</i>	105,205,278 <i>Gallons</i>
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Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,488	1,370
Number of residential employees	19	11
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,584	1,532
Full-time equivalent of employees	700	547
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,450,526 <i>Square Feet</i>	1,644,257 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	82 <i>Acres</i>	42.30 <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, 2005	June 30, 2006

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

05-06 has been used as our baseline for several years now because it was one of the first years for which water usage was tracked, and other credits use it for a baseline.

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:

A greywater/ backwater recapture study is under consideration.

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

Building-level, data-linked, real-time meters with 15-minute interval data on water use are currently installed in all residence halls and dining halls, with plans to expand to all major campus facilities.

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

Efficient toilets and urinals: Currently, almost all toilets on campus are 1.6-gallon, which is the EPA standard for water-efficient fixtures. One-third (22 of 66) urinals on campus are waterless technology. Over 150 toilets on campus are dual-flush technology.

Faucet aerators: Maintenance installs 0.5 gpm aerators on all faucets, ensuring efficiency.

Efficient front-loading washing machines: Almost all washing machines on campus (including Housekeeping's) are water-efficient front-loading machines.

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

pH controllers on cooling towers: In 2013-14, pH controllers were installed on ten cooling towers around campus, with projected savings of 2 million gallons annually.

Drip irrigation systems: Drip irrigation has been systematically installed where appropriate, reducing the use of spray and other sprinkler types on campus. In Summer 2009, Grounds replaced 5,148 sq-ft of spray irrigation with drip irrigation.

Reduced watering schedules Since 2004, the College has significantly reduced the watering schedule for campus landscaping, down to a base for two times per week (aside from athletic turf, which must be watered daily due to different maintenance requirements). Watering occurs more than twice a week when weather or other conditions require it.

Pressure regulation As described in the water section of the audit, high water pressure causes leaks and inaccurate sprinkler aiming, which increases the College's water use. Grounds installed pressure regulators on irrigation equipment in order to reduce water use.

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

The Pomona College Open Space and Landscape Guidelines contain a section on irrigation and water conservation, prescribing the use of the college weather system, drip irrigation, and deep root watering systems wherever feasible. The section on Planting also requires the identification of areas for possible turf removal and replacement by drought-tolerant plantings. The College has already begun systematically planting drought-tolerant vegetation and native plants. For instance: in Summer 2009, 1,428 square feet of turf was removed and replaced by drip irrigated plants and 21,179 square feet of shrubs were replaced with mulch. In addition, spray irrigation was switched to drip irrigation in 5,148 square feet of landscaping. (Additional changes have been made more recently, but numbers are not immediately available.)

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

Pomona College utilizes an onsite weather station that provides up-to-date climate information to maximize the application of irrigation water. This data is calculated hourly and sent to the Rainbird "Maxicom" controller daily before the start of each irrigation cycle. The pre-determined watering schedule is then modified according to weather conditions. All watering ceases if the station receives more than one-half inch of rainfall.

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

Buildings such as the Richard C. Seaver Biology Building, the Peter W. Stanley Academic Quad, and designs for the new North Campus Residence Halls and the South Campus Athletic Facility include stormwater redirection, so that it avoids the sewer system and is instead reincorporated into the natural aquifer. Starting in Fall 2010, stormwater runoff near the North Campus Residence Halls was directed into an underground retention basin at the Wash to replenish the aquifer. Additionally, permeable pavement and drainage areas have been constructed on sites such as the Sontag Greek Theater and the new North Campus Residence Halls.

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

<http://pomona.edu/administration/sustainability/initiatives/water/efforts.aspx>

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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 Pomona College Sustainability Action Plan sets an objective of increased use of sustainable stormwater management technologies for 2020 and identifies stormwater management as a main issue concerning water at the College. In its 2010 Open Space and Landscape Guidelines, the College outlines basic strategies for stormwater management: incorporation of unique site conditions into open space design, restoration of the Wash to its original function as a drainage basin, use of bio-retention basins or vegetated swales in newly

created natural areas, reduction of impervious surfaces, use of permeable pavement wherever possible, the elimination of curbs and gutters, the use of large lawns as stormwater percolation beds where possible, and the transformation of surface parking lots into open and green spaces. All of the strategies in the Open Space and Landscape Guidelines have been adopted to some degree, including bioswales, pervious pavement, and an increase in total permeable open space on campus. The College is currently working on a significant stormwater management project that will redirect all stormwater from the northern part of campus into an underground filtration basin, reconnecting this water with the natural aquifer.

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:

According to the Pomona College Green Building Standards, all new construction and major renovation is required to abide by these standards and build to LEED Gold Standards. This includes achieving and prioritizing prerequisite (internal to Pomona) LEED credits. Of these, both storm water design credits are required (6.1 and 6.2 - quantity and quality control).

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

Careful grading and bioswales are incorporated into landscaping projects around campus, per the Green Building Standards. Land is graded to move water towards plants and bioswales are installed to direct rain through landscape to be filtered by plants and remain in retention ponds to be soaked into the ground to recharge the aquifer.

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:

Pomona College has constructed numerous bioswales, infiltration trenches, and retention ponds in about a dozen locations on campus that employ soil as natural filters to treat storm water.

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

Sontag Hall, completed in 2011, and LEED Platinum certified, includes a rooftop garden which is operated as a mentoring program by the Draper Center for Community Partnerships. The program aims to increase activism and awareness around environmental justice, sustainability, and gardening; build leadership and presentation skills; and develop positive mentoring relationships between Pomona and Teen Green students.

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

Porous paving has been utilized across campus, including the use of Turfcrete, decomposed granite, and other permeable surfaces. In the past two years, 100,000 square feet of concrete and impermeable asphalt was converted to landscaped areas with permeable walkways

and paving.

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:

The campus makes use of designed detention basins within landscaping to collect water after a storm and reconnect that water with the natural aquifer. All landscaping renovations incorporate storm water management such as retention ponds and bioswales.

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

Vegetated swales are used in a number of places on campus to temporarily collect and channel stormwater runoff into basins that drain into the natural aquifer. An extensive system of new swales was recently completed for the southeastern corner of campus at Columbia Street across from the South Campus Parking Structure, and another large one installed to the east of Bridges Hall of Music in 2013.

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

The College has a long-term plan to significantly reduce the area of concrete and asphalt surfaces on campus, which will significantly alter the path of stormwater on campus. Runoff will be channeled into retention basins, pervious pavement areas, and swales.

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

<http://www.pomona.edu/administration/sustainability/action-plan/initiatives/water/>

Wastewater Management

Responsible Party

Jennifer Schmidt

SIO Staff

Sustainability Integration Office

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

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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.

Submission Note:

There is one full-time employee of the Sustainability Integration Office and 6 part-time students totaling 25 hours per week.

"---" 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 Sustainability Integration Office (SIO) develops, administers, coordinates, and assesses sustainability efforts throughout the college. The SIO serves as the center for student, faculty, and staff interaction on sustainability-related efforts on campus. The SIO programs the check-out of drying racks, compost buckets, and Greenware for student and faculty use. In addition, the Sustainability Office communicates with the campus community through an online newsletter and social media about upcoming events on campus.

The Sustainability Integration Office (SIO) prepares the Annual Sustainability Report (ASR) for Pomona College which includes an annual summary of sustainability-related information such as campus energy usage, emissions, academics, research, and events. The Sustainability Office participates in an annual, campus-wide Energy Awareness month during the Spring semester. In addition, the SIO leads other education events on campus to facilitate student education in sustainability-related issues. The SIO also encourages student creativity in sustainable development on campus through the President's Sustainability Fund, which provides students with money to implement long-term, infrastructure change on campus.

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:

In Fall 2006, Pomona College President David Oxtoby established the President's Advisory Committee on Sustainability (PACS). This committee is responsible for: reviewing and monitoring the operations of the campus that directly affect the College's use of resources, developing strategies for increasing campus sustainability, developing outreach and communications programs for spreading information about campus sustainability, administering the President's Sustainability Fund, and developing periodic reports about campus sustainability to assess progress.

The President's Advisory Committee on Sustainability (PACS) is currently updating the Sustainability Action Plan (SAP) to reflect the new President's Climate Neutrality Date of 2030, as part of the ACUPCC.

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

- Four students, all appointed for one-year, renewable terms:
 - o Environmental Affairs Commissioner (EAC) of Associated Students of Pomona College, or official designee thereof
 - o Additional member of the Associated Students of Pomona College
 - o Leader of Pomona for Environmental Activism and Responsibility (PEAR) or other environmental student organization, nominated by EAC
 - o Additional student at-large, nominated by EAC
- Three faculty members, appointed by the Executive Committee of the Faculty for two-year, renewable terms.
- Director of the Environmental Analysis Program
- Associate Dean for Academic Affairs
- Assistant Vice President Facilities and Campus Services
- Facilities and Campus Services Assistant Director Grounds and Housekeeping
- A Dean or Associate Dean in Student Affairs or Campus Life
- Director of News and Information
- General Manager of Dining Services OR Facilities and Campus Services Assistant Director Campus Services
- Sustainability and Purchasing Coordinator Dining Services
- Facilities and Campus Services Assistant Director Sustainability
- One staff member, appointed by the Staff Council for a two-year, renewable term

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

<http://www.pomona.edu/administration/sustainability/pacs/index.aspx>

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

Yes

A brief description of each sustainability office:

The Sustainability Integration Office (SIO) develops, administers, coordinates, and assesses sustainability efforts throughout the college. The SIO also advises on College building and development programs, conducts off-campus outreach to the community about College sustainability projects, and collaborates with the Board of Trustees and College Executive Staff on long-term sustainability planning. SIO programs include Green Bikes, ReCoop/Clean Sweep, the Green Office Program, and the checkout program, among many others. In the community, the SIO is often a partner with non-profit organization Sustainable Claremont in sponsoring community dialogues and events focused on sustainability and related issues.

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

1.63

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

<http://www.pomona.edu/administration/sustainability/office/index.aspx>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Ginny Routhe, Facilities and Campus Services Assistant Director Sustainability

A brief description of each sustainability officer position:

The Director is responsible for developing, managing, and coordinating all campus-wide sustainability efforts, including policies and goal setting, strategic planning, infrastructural and operational facility improvements, occupant on-campus community engagement, data collection and analysis, benchmarking, and reporting. The Director is also the College's liason with local community groups focused on sustainability and the City of Claremont.

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

<http://www.pomona.edu/administration/sustainability/office/index.aspx>

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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

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

Issue 1: Increased availability, variety, and enrollment in sustainability-focused and sustainability-related courses

>> Approve a definition of sustainability in the curriculum (see left) as a means of tracking relevant courses

Responsibilities: SIO, Environmental Analysis | New funding required: None

>> Maintain an updated list of sustainability-focused and sustainability-related courses at Pomona and the Claremont Colleges

Classes offered that meet the above definitions should be catalogued with a public list.

Responsibilities: SIO, Environmental Analysis | New funding required: None

>> Maintain list of current sustainability-related faculty and student research activities

Publicly listing current research activities not only allows the campus community to learn about what their colleagues, students, and professors are doing, but also to display publicly the College's commitment to sustainability as a research topic.

Responsibilities: SIO, Environmental Analysis | New funding required: None

>> Pursue opportunities for funding and other support to hold faculty development workshops for incorporating sustainability into the curriculum

Faculty development workshops can help faculty, whether or not they're currently engaged in sustainability teaching, incorporate global, national, and regional sustainability issues into their syllabi.

Responsibilities: SIO, Environmental Analysis | New funding required: None for seeking out opportunities; \$\$ if workshops
College-funded

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

2020 Objective

>>General increase in variety, quantity, and enrollment of sustainability-focused and sustainabilityrelated courses

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

Sustainability Integration Office, Environmental Analysis Program

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

Issue 2: Increased use of campus as a living laboratory for sustainability

>> Maintain an updated list of campus sustainability topics, projects, and opportunities appropriate for classroom projects, theses, and studies

Students have become increasingly interested in using campus facilities and issues in academic projects, and this practice should be encouraged by making available lists of opportunities and by pointing out available relevant data

Responsibilities: SIO, Environmental Analysis | New funding required: None

>> Promote greater faculty use of campus sustainability living/learning laboratories

[STARS Reporting Tool](#) | [AASHE](#)

Reach out to faculty with opportunities for campus sustainability issues and programs to be integrated into the classroom and about the use of campus facilities – including buildings, renewable energy installations, and other sites – in classroom work.

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

2020 Objective

>> General increase in use of campus sustainability issues and campus facilities as topics of academic inquiry

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

Sustainability Integration Office, Environmental Analysis Program

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

The Education section of the Sustainability Action Plan (SAP) states plans to increase campus educational programs with campaigns, new communication strategies to various constituents, annual film festival, outreach program based on resource use data, competitions, awards, pledges, orientation activities, peer-to-peer education, and newsletter.

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

2020 Objective

>>General increase in variety, quantity, and attendance/participation in sustainability-related educational programs and events

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

Sustainability Integration Office, Office of Communications, Environmental Analysis program

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

>> Continue working with Southern California-area college and university sustainability staff for collaboration, coordination, and networking

>> Promote the sharing of sustainability programs, strategies, and projects amongst institutions

>> Annually recruit students to participate in and present at national campus sustainability conferences and events

>> Pursue creation of consortium sustainability committee to share information and assess opportunities for collaborative projects

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

Objectives for 2020

- >> Existence of consortium sustainability committee for collaboration and information-sharing
- >> Existence of partnerships with local off-campus sustainability efforts and programs
- >> Engagement with relevant sustainability-related policy issues (including local, regional, national, etc.)

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

SIO

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

Action Portion of 26% reduction:

Reduced electricity purchases 98.06% (together with reduced natural gas purchases)

Reduced natural gas purchases 98.06% (together with reduced electricity purchases)

Increased use of renewable energy sources 0.48%

Reduced use of diesel generators 0.07%

Reduced mileage for campus fleet 0.17%

Reduced refrigerant use 0.27%

Reduced fertilizer use 0.03%

Reduced landfill waste 0.93%

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

Climate Neutrality goal of 2030

Objectives for 2020

- >> 26% reduction in greenhouse gas emissions from 2008-09 levels

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

Facilities and Campus Services and Department heads

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

Issue 1: Compliance with established standards

- >> Adopt and move forward with implementing updated Green Building Standards and Sustainable Operations and Maintenance Standards (see Related Policies/Statements for Adoption, above)

Issue 2: Pursue LEED certification of existing buildings

- >> Explore opportunities to pursue LEED-EBOM certification for one or two existing campus facilities

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

Objectives for 2020

- >> Compliance with Green Building Standards and Sustainable Operations and Maintenance Standards
- [STARS Reporting Tool](#) | [AASHE](#)

>> 15% of square-footage certified under LEED-EBOM (Existing Buildings Operation and Maintenance)

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

Responsibilities: SIO, Facilities and Campus Services, Grounds, Maintenance, Dining Services, Project Management

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

- >> Adopt the definition of “sustainable food”
- >> Establish part-time student or staff position to focus on issues of sustainability and nutrition
- >> Assess options for third-party sustainability certifications of Dining Services as an operation
- >> Explore potential for using distributors of locally-produced foods
- >> Identify opportunities to purchase products with specific animal welfare-related standards
- >> Identify opportunities to purchase locally-processed/prepared food items and businesses
- >> Identify opportunities to purchase more fair trade products
- >> Identify hazardous food additives and conduct review of products that contain those additives
- >> Start programs for regular specialty meals and events
- >> Work with Coop Committee and Sagehen Café to explore opportunities for more sustainable purchasing
- >> Consider potential for on-campus growing/processing of food
- >> Expand Pomona’s Sustainable Catering program
- >> Create trainings for Dining Services staff on sustainability-related topics

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

Objectives for 2020

>> Dining Services:

- 15% of total food purchases qualify as sustainable by 2015
- 30% of total food purchases qualify as sustainable by 2020
- 10% of total food purchases qualify as sustainable in more than one category by 2020
- 50% of produce purchases local by 2020
- 100% seafood purchases are Marine Stewardship Council certified, Aquaculture Certification Council certified, and/or Seafood Watch Guide “Best Choices” or “Good Alternatives” by 2015

>> Other dining establishments:

- Programs are in place to encourage the use of food items that qualify as sustainable.

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

SIO, PACS, Dining Services

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

- Issue 1: Development of organizational infrastructure
- Issue 1: Development of physical infrastructure
- Issue 3: Reduced energy use through conservation and efficiency
- Issue 4: Increased energy from renewable sources
- Issue 5: Better energy-related data and information
- Issue 6: Increased feedback

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

Objectives for 2020

- >> 15% reduction in energy use (not including emergency generators)
- >> 4% of energy use from on-campus renewable sources
- >> District-based energy reductions
- >> Reduce diesel generator fuel use by 30%
- >> All buildings individually metered for gas and electricity (by May 2011)
- >> Metering project completed on all major buildings (by May 2012)
- >> Metering project completed on all buildings (by May 2015)
- >> 50% of campus built square-feet operating with EnergyStar score of at least 69
- >> Retro-commissioning or monitoring-based commissioning completed on every major building
- >> Energy audits completed for all campus buildings

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

Energy Manager, Facilities and Campus Services

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

- >> Identify and implement alternatives to chemical fertilizers

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

Objectives for 2020

- >> No use of synthetic fertilizer
- >> Full compliance with Sustainable Operations and Maintenance Standards

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

Grounds, SIO

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

- Issue 1: Reduced consumption
 - Issue 2: Improved impacts of consumption
- [STARS Reporting Tool](#) | [AASHE](#)

Issue 3: Better purchasing-related data and information

Issue 4: Increased awareness of issue

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

Objectives for 2020

>> 90% white copy paper purchased 100% PCW, PCF, FSC-certified

>> 90% colored paper, cardstock, and alternative sizes (excluding posters) purchased at least 30% PCW

>> College letterhead 100% PCW, PCF, FSC-certified

>> 30% of College offices/departments certified through Green Office Program

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

SIO, Treasurer, Business Office, ITS, Coop

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

Issue 1: Improved transportation modes

Issue 2: Reduced transportation miles

Issue 3: Voluntary offsets

Issue 4: Better transportation-related data and information

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

Objectives for 2020

>> Reduction of campus fleet gas use by 15%

>> Reduction of single occupancy vehicle commuting by 10%

>> Conversion of 50% of fleet to alternatively fueled vehicles (including solar charging for carts, biodiesel for Grounds vehicles, and hybrids for automobiles)

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

Responsibilities: Business Office, SIO, Facilities and Campus Services, Human Resources, Student Affairs, Campus Life, Green Bikes Shop

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

Issue 1: Increased diversion of wastes from landfill disposal

Issue 2: Reduction of total wastes generated by the campus

Issue 3: Better waste-related data and information

Issue 4: Increased awareness of issue

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

Objectives for 2020

- >> Diversion of 75% waste from landfills
- >> Construction and renovation waste diversion rate of 90%
- >> Reduction of total waste by 10%

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

SIO, Housekeeping, Project Management, Organic Farm, City of Claremont, Dining Services

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

Issue 1: Reduced water use through training, retrofits, reporting, remaining landscaping

Issue 2: Increased capacity of sustainable stormwater management infrastructure

Issue 3: Better water-related data and information

Issue 4: Increased awareness of issue

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

Objectives for 2020

- >> 5% annual reduction in 3-year average water use, adjusted for cooling degree days
- >> Use of reclaimed/gray water (if possible)
- >> No net increase in impermeable surfaces (except where runoff is channeled into natural treatment infrastructure)
- >> Increased use of sustainable stormwater management techniques
- >> Complete metering of major buildings for water use within 2 years⁵⁴
- >> Complete metering of all buildings for water use within 5 years

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

Facilities and Campus Services, Grounds, SIO, Maintenance

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

Make special efforts to recruit faculty, staff, and students from historically underrepresented racial and ethnic groups that have experienced prejudice and disadvantage.

Assure that the faculty, staff, and student populations include people from varied socio-economic backgrounds.

Maintain and continue efforts to achieve gender balance in our student body, faculty, and staff.

Provide programs (including curricula) and support systems to assure that all members of the community are welcome and successful in their roles at the college. This requires that unconditional respect be afforded all members of the community in all aspects of their lives here.

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

By 2011-12

The establishment of a gender-neutral bathroom in the Rains Center.

The creation of an online map of every gender-neutral bathroom on Pomona College's campus including bathrooms in all Sponsor Group halls.

The establishment of a written college policy that states any future buildings and any building renovation will include, as standard practice, the creation of at least one single stall gender-neutral restroom.

That every single-stall bathroom currently on campus be converted to a gender-neutral restroom.

Strategic Measures

Increase the degree to which engaged alumni reflect the diversity of the student body.

Increase the degree to which Alumni Association activities reflect the diverse interests of the entire alumni body.

Highlight the diversity of alumni.

Align the diversity goals of the Alumni Association with those of the College.

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

Facilities and Campus Services, President's Advisory Committee on Diversity, Alumni Office

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:

>> Expand staffing for the Sustainability Integration Office

>> Assess sustainability-related improvements in College investment practices

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

Objectives for 2020

>> Sufficient staffing and resources for sustainability programs

>> Completion of assessment for sustainability-related improvements in College investment practices

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

Facilities and Campus Services, President's Office, Business Office, Treasurer's Office

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:

The College's Strategic Plan states: "The strategic plans of Pomona College will evolve in a context that includes a number of underlying values, concerns, and choices: diversity, sustainability, the role of staff, and the size of the college.

Sustainability – economic, social, and environmental – will be one of the greatest challenges facing the next generation of college graduates, and all of the activities carried out by Pomona College must reflect this concern. New buildings constructed by the College in the course of this strategic plan will meet or exceed the silver LEED standards (Leadership in Energy and Environmental Design standards established by the U.S. Green Building Council) achieved for the Richard Seaver Biology, Lincoln, and Edmunds buildings, and renovations will be focused on reducing energy and other resource consumption. Pomona College aims to become a leader in higher education for sustainability, through its actions as well as through its curriculum. To this end, an open and public process of examining and reporting on sustainability goals and outcomes will be developed."

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

<http://www.pomona.edu/administration/sustainability/resources/publications/SAP.pdf>

Responsible Party

Janice Hudgings
Dean of the College
Dean's Office

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

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

Part 2

Institution's staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

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

Each spring the student body elects representatives to a student Senate as well as to various committees on the College's Board of Trustees. Certain positions on the student Senate are de-facto members of certain board of trustee committees. For example, the student body Vice President for Finance sits on the Trustee Finance Committee.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

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

There are student-at-large positions on the Board of Trustees committees such as the Facilities and Environment Committee, Finance Committee, Academic Affairs Committee and the Student Affairs Committee. Additionally, every fall, the Board of Trustees holds its annual Student-Trustee retreat where any student who signs up can attend and have access to talk with trustees about important issues at the college.

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

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

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

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

As previously stated, there are student-at-large positions on the Board of Trustees committees such as the Facilities and Environment Committee, Finance Committee, Academic Affairs Committee and the Student Affairs Committee. Additionally, every fall, the Board of Trustees holds its annual Student-Trustee retreat where any student who signs up can attend and have access to talk with trustees about important issues at the college.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

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

Elections onto Staff Council

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

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

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

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

No

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

Voting faculty (only faculty on tenure-track or other continuing appointments) participate in governance bodies including their academic departments, faculty meetings, and numerous elected and appointed committees.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

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

Although there are no faculty on the Board of Trustees itself, faculty representatives serve as voting members of several committees of the Board of Trustees (Advancement, Educational Quality, Facilities and Environment, Finance, Honorary Degrees, and Student Affairs). They are selected by the faculty through the regular committee nomination process of the Faculty Executive Committee.

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

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

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

Faculty play a formal role in decision-making in all of the above areas through faculty meetings, where they both initiate and approve/disapprove a range of policies and practices—this year, for example, they approved a new policy on student course load as well as a revision to the criteria for tenure and promotion--and through service on committees. Those committees include the Faculty Executive Committee, which “pays special attention to the broader policies, especially institutional policies, that are of interest and concern to all of the faculty, bringing proposed changes (and new policies) to the full faculty for approval” and also assesses faculty budget priorities; the Faculty Personnel Committee, which “gives counsel on recommendations which the President may make to the Cabinet on original appointments, reappointments, promotions, and tenure” and on “any other questions raised by the President, members of the committee, officers of the College, or by faculty actions”; and the Cabinet, which advises and consents on reappointment, promotion, and tenure decisions in addition to considering “general questions of College policy” (2013-14 Faculty Handbook, pp. 16, 20). For a full list of faculty bodies and their governance roles, see the Pomona College Faculty Handbook (URL below).

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

<http://www.pomona.edu/administration/academic-dean/guidelines-policies/faculty-handbook.pdf>

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

Ginny Routhe

Director

Sustainability Integration Office

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:

The President's Advisory Committee on Diversity monitors all aspects of institutional diversity pertaining to faculty, students and staff. It reports directly to the President, who gives the committee its charge. That charge includes, at a minimum, providing the community with reports on the status of diversity at the College and advising the President on strategies to enhance diversity on the campus.

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

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

<http://pomona.edu/about/diversity/overview.aspx>

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:

The Queer Resource Center at Pomona College provides a faculty and staff LGBTAA ally training. General skills and quality-of-work-life seminars and workshops required or recommended in accordance with job responsibilities.

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

<http://www.pomona.edu/administration/human-resources/resources/staff-benefits.aspx>

Assessing Diversity and Equity

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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 College regularly assesses diversity and campus climate, but there is no one survey solely dedicated to the topic. Many of the regularly administered institutional surveys contain items related to diversity and climate. In the past five years the College has administered the following institutional surveys: Senior Survey (2006, 2008, 2010), Alumni Survey (2009), Enrolled Student Survey (2006), PULSE (Perceptions of Undergraduate Life and Student Experience, 2009), CIRP Freshman Survey (2006, 2010), HERI Faculty Survey (2007). The data in these surveys can be disaggregated to reveal trends across ethnicity, race, and gender. Some of the surveys also contain open-ended questions that allow communication of the depth and complexity of student experiences at the College.

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.pomona.edu/administration/institutional-research/>

Support for Underrepresented Groups

Responsible Party

Daren Mooko

Associate Dean of Students for Student Development and Leadership
Dean of Students

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:

To provide support and resources to minority groups within the student body, Pomona College staffs and runs two support centers – the Asian American Resource Center (AARC) and the Women's Union (WU). The Claremont University Consortium, of which Pomona is a part, runs three support centers open to Pomona students, staff, and faculty – the Chicano/Latino Student Affairs Center (CLSA), the Office of Black Student Affairs (OBSA), and the Queer Resource Center (QRC). The Centers seek to build community, raise awareness of issues affecting under-represented groups, and celebrate the diversity of experience within the student body.

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

<http://www.pomona.edu/life-on-campus/organizations-and-clubs/student-support-offices.aspx>

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

Ginny Routhe

Director

Sustainability Integration Office

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:

The College has specific procedures for the recruitment of a diverse faculty, passed by the Pomona College Faculty in 2004. In these procedures, the College identifies race and gender as of particular importance when considering diversity. The Dean, Diversity Committee, and Diversity Officer meet with all department chairs to plan and strategize ways to develop a diverse candidate pool. Job applications should contain additional language reflecting the College's interest in attracting applicants whose teaching, research, or service activities can contribute to the academic diversity of the campus. The Dean and Diversity Officer review both the long list and short list to ensure that objective, non-discriminatory selection criteria were applied in the selection of candidates; if they are deemed unsatisfactory, the search can be reopened. The final selection must be approved by the Dean and Diversity Officer before any offer can be made. The President's Advisory Committee on Diversity monitors the numbers of women faculty and faculty of color and annually reports the numbers to the faculty. The College also regularly hires post-doctoral fellows and participates in the Consortium for Faculty Diversity. Additionally, Pomona participates in the American Council on Education (ACE) Fellows program, which is a comprehensive higher education leadership development program.

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

<http://www.pomona.edu/about/diversity/recruiting-faculty.aspx>

Affordability and Access

Responsible Party

Joel Hart
Sr Asst Dean Admissions
Admissions

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:

In Pomona College's admission policy statement, approved by the Board of Trustees, the College articulates its commitment to "to review admissions candidates who are US citizens and permanent residents without regard to financial circumstances and to provide financial assistance to those who enroll to the extent of their demonstrated need." Pomona College is one of only a handful of institutions in the US committed to both need-blind admissions and to meeting 100 percent of the demonstrated need of every admitted enrolling student with scholarships. There are no loans in the financial aid packages. These policies enable Pomona to choose its students solely on the basis of educational considerations such as talent, promise, and ability to contribute to the campus community while removing cost as a barrier to a first class educational opportunity.

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

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

Pomona College Academy for Youth Success (PAYS) is an intensive 4-week academic summer program that serves high school students from groups traditionally under-represented in higher education – students who are first in their family to attend college, those from low income families, and those who are African American or Latino/a. The program enrolls up to 90 participants from Los Angeles and the Inland Valley. The program includes room and board M-F, and there is no cost to participants. Program participants attend small classes of approximately 15 students taught by Pomona College faculty.

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

Pomona College offers no merit-based scholarships at all. All financial aid is based on family need. Since 2008, all financial aid awards made by Pomona College have been a combination of gift aid (scholarships and grants) and student employment, without loans or accrued debt of any kind. Pomona College also has over 400 named, endowed scholarships that contribute to the College's ability to maintain a need-blind admissions policy.

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

Pomona College has a Parents Council which calls the parents of every accepted student to answer any questions they may have and talk about their own experience as well as their child's. In recent year, the program has had enough Spanish speaking parent volunteers to call families who prefer that conversation in Spanish. There is also an annual Family Weekend. Both of these programs are aimed at all Pomona parents. As part of the Pomona Academy for Youth Success, whose participants are often low income, College officials in admissions and financial aid meet with parents each year to discuss the processes of admissions and applying for financial aid. Pomona College financial aid staff also meet with participants of the local College Bound program to explain the process to those prospective college students and their families.

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

Pomona College's commitment to a diverse student body is reflected in the Admissions Policy statement: "the College should select students for its entering classes who represent a rich cross-section of backgrounds, talents, experiences, and perspectives." The Admissions Office seeks to respond to this call; the College reaches out to community-based organizations across the country and by targeting outreach to economically disadvantaged students. The college is a participant in Chicago site of the Posse Foundation and is a [STARS Reporting Tool](#) | [AASHE](#)

partner of the QuestBridge program. The College has also enrolled many students from other programs such as Prep for Prep, Bright Prospect, College Match (Los Angeles), One Voice (Santa Monica), the Fulfillment Fund and other similar programs. Pomona also has the MSAP (formerly Minority Student Admissions Program) for under-represented students (low-income, minority or first generation) who have the potential for being admitted. This program includes a fly-out program on two weekends in the fall to visit the campus.

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

For those with lower incomes, as reported on the application, the College will pay for their travel. For program participants who are admitted, the College will pay for low-income students to visit the campus for admitted student receptions in the spring. All admitted students receive information on admitted student receptions on campus that include the information that there are travel grants to attend these events available for low-income students.

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

Since 2008, financial aid awards do not include loans or other debt-related offers.

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

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

No

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

The college enrolls very few students, if any, who meet this definition.

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:

None

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

None

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

Yes

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

	Percentage (0-100)
The percentage of entering students that are low-income	19
The graduation/success rate for low-income students	93
The percentage of student financial need met, on average	100
The percentage of students graduating with no interest-bearing student loan debt	77

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:

19

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

<http://www.pomona.edu/administration/financial-aid/index.aspx>

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

Ginny Routhe

Director

Sustainability Integration Office

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:

<http://www.pomona.edu/administration/human-resources/resources/staff-benefits.aspx>

Assessing Employee Satisfaction

Responsible Party

Brenda Rushforth

Assistant Vice President

Human Resources

Criteria

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

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

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

"---" 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 the Spring of 2008, the Diversity Committee, composed of faculty, staff, and students, conducted a staff survey, offering an online, English version to administrative and professional staff and a paper version in both English and Spanish to service staff. The survey was designed to provide all staff members with an opportunity to share their opinions about a broad range of issues, including the work environment (pay, benefits, and opportunities for professional development) and the general climate for staff at Pomona. Less formally, there are Staff Forums one each fall and one each spring, at which the College President and sometimes other senior administrators are available to answer staff questions and hear concerns, both of which can be submitted anonymously through the Staff Council.

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:

2,014

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

Wellness Program

Responsible Party

Brenda Rushforth

Assistant Vice President

Human Resources

Criteria

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

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

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

The Faculty/Staff Fitness and Wellness program (FSFW), instituted in 2001, is a partnership between the Physical Education Department and Human Resources Office. They sponsor fitness, recreation, and wellness classes in the early morning, at noon, and after the workday, as well as lunchtime talks on topics such as nutrition and stress management. All Pomona faculty and staff are eligible to participate in any of the programs, free of charge. All staff and faculty also have free use of the gym which includes weight and aerobic machines, as well as separate faculty/staff locker rooms. Faculty and staff also have access to the Employee Assistance Program which offers work-life support on topics of parenting issues, relationships, loss, substance abuse, self-improvement, mental health, finances, and legal referral. More information about the EAP can be found at

http://www.cuc.claremont.edu/benefits/PDF/SummaryPlan/2014_TCCBenefitPlanBooklet.pdf

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

http://pe.pomona.edu/information/staff_wellness

Workplace Health and Safety

Responsible Party

Brenda Rushforth
Assistant Vice President
Human Resources

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	---	---
Full-time equivalent of employees	---	---

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 workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

The website URL where information about the institution's workplace health and safety initiatives is available:

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

Dave Wallace

Senior Investments Analyst

Business Office

Criteria

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

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

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

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

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

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

Yes

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

The Committee on Social Responsibility is made up of three faculty, three students appointed by the Associated Students of Pomona College, and two staff members, all of whom serve a one year appointment. It was started in 1994 when there was great concern regarding corporations doing business in South Africa. The Committee now focuses on a variety of social issues associated with the environment, human and animal rights, working conditions in underdeveloped countries, affirmative action, fossil fuel divestment, etc. The issues are very diverse.

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

The Committee is made up of three faculty, three students appointed by the Associated Students of Pomona College, and two staff members.

Examples of CIR actions during the previous three years:

This Committee advises the President on how the College should vote on the proxies it receives as a shareholder in various corporations. Its work in 2013 included voting on fossil fuel divestment.

The website URL where information about the CIR is available:

<http://www.pomona.edu/administration/dean-of-students/returning-students/student-committees.asp>

x

Responsible Party

Dave Wallace

Senior Investments Analyst

Business Office

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

2,101,461 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

The Pomona College Policy on Social Responsibility recognizes the importance of 1) keeping informed in issues of social responsibility which may be raised in relation to corporations held in the College's portfolio, and 2) supporting rationally designed and constructively motivated efforts to encourage the social responsiveness of corporate managements, and 3) exercising the rights of ownership in both voting shares and communicating with the officers of portfolio companies. The policy instructs the President to continue consulting the committee on Social Responsibility in matters of social responsibility and voting shares of stock and reaffirms that the Trustees may direct the investment managers of ht College to dispose of or not make and investment in a company engaging in illegal or immoral conduct.

Does the institution use its sustainable investment policy to select and guide investment managers?:

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

Managers are not allowed to invest in companies that generate more than 25% of their revenues from Tobacco.

Approximate percentage of the endowment that the negative screens apply to:

10

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

Yes

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

The Committee on Social Responsibility makes voting proxy recommendations to the President who then casts votes based on the recommendations.

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one

or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

College and University Consortium on Investor Responsibility

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

Investment Disclosure

Responsible Party

Dave Wallace
Senior Investments Analyst
Business Office

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

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

No

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

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Guide to Sustainable Living at Pomona College

A brief description of the innovative policy, practice, program, or outcome :

The Guide to Sustainable Living at Pomona College is available to mainly students, but also all faculty and staff to provide helpful and practical tips on a wide variety of sustainability topics. Topics include the basics, such as "reduce, reuse, recycle", how to reduce energy in your dorm room, sustainability based on food choice, and alternative transportation. The book is also customized to present sustainability information specific to Pomona College. These topics include how to provide compost to the Organic Farm on campus, where to drop off hazardous and electronic waste, where to receive free items like CFL lightbulbs, drying racks, and shower timers, and how to plan a waste-free campus event using reusable "Greenware", provided by the Sustainability Integration Office.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Because of this guide book, students have easy access to sustainable measures on campus. They know more about the Sustainability Integration Office and how they can get involved. Many students check out CFL lightbulbs, 268 checked out drying racks, shower timers, and 50 compost buckets, which save energy and water and reduce waste. Students and staff also participate in the "Greenware" program to reduce waste at campus events.

A letter of affirmation from an individual with relevant expertise:

[STARS innovation attestation.docx](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---
Buildings	---

Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<http://www.pomona.edu/administration/sustainability/files/publications/littlegreenbook.pdf>

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

Criteria

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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.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Sustainability eNewsletter

A brief description of the innovative policy, practice, program, or outcome:

The Sustainability Integration Office publishes a monthly eNewsletter about a wide variety of sustainability topics. The eNewsletter features a student article about a certain sustainability topic of interest. The article usually features a "how you can help" section to engage readers to act. The eNewsletter also features announcements and upcoming events so that readers can stay informed and participate in local sustainability events.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

74 Pomona College students and 121 Pomona College staff/faculty are subscribed to the eNewsletter. Each eNewsletter averages 100 unique opens each month.

The goals for the eNewsletter is by 2020 to have 30% of students and 25% of staff/faculty subscribed to the eNewsletter.

A letter of affirmation from an individual with relevant expertise:

[STARS innovation attestment.docx](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---

Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.pomona.edu/administration/sustainability/news/newsletter.aspx>

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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.
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8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Green Office Program

A brief description of the innovative policy, practice, program, or outcome:

The Green Office Program is designed to help offices implement sustainable practices into their workplaces. By making a few simple changes, offices can reduce their environmental footprint, help the College save money, meet the administration's sustainability goals and commitments, and respond to the overwhelming interest of students, faculty, staff, trustees and the surrounding community in sustainability. After completing actions suggested by the program, offices are assessed and receive one of four certifications levels. Certified offices can display their certification and will be recognized in campus publications.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

19% of campus offices were enrolled and assessed by the Green Office Program in 2013 - 2014. The Sustainability Action Plan calls for 30% enrollment in the Green Office Program by 2020.

A letter of affirmation from an individual with relevant expertise:

[STARS innovation attestment.docx](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	---
Buildings	---
Dining Services	---
Energy	Yes

Grounds	No
Purchasing	Yes
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.pomona.edu/administration/sustainability/faculty-staff/green-office.aspx>

Responsible Party

Ginny Routhe

Director

Sustainability Integration Office

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.
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10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Greenware Program

A brief description of the innovative policy, practice, program, or outcome:

The Sustainability Integration Office provides reusable "greenware" for all students, faculty, and staff, to checkout free of charge. The greenware program provides a custom kit of reusable plates, cups, bowls, and utensils for any campus event. The greenware is made of 100% recycled plastic. All items can be checked out at the Sustainability Integration Office free of charge. Greenware is used on an event-basis; all other items can be used throughout the school year. The kit also includes a compost bucket with a biodegradable bag. Vegan food scraps, coffee grounds, and paper napkins left over from the event can be composted and used at the campus Organic Farm instead of thrown away and transported to a landfill.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Last year, 7820 Greenware items were checked out. Because of this, 342.01 lbs of waste were diverted last year. This amounts to \$1,163 in savings due to reduced waste hauling and transportation. \$1,150 were also saved from having to purchase new plates, cups, bowls, and utensils for each event.

A letter of affirmation from an individual with relevant expertise:

[STARS innovation attestation.docx](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	Yes

Energy	Yes
Grounds	---
Purchasing	---
Transportation	---
Waste	Yes
Water	Yes
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<https://sites.google.com/site/siocheckout/Home>