



Smith College

The following information was submitted through the [STARS Reporting Tool](#).

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Table of Contents

| | |
|--------------------------------------|------------|
| Institutional Characteristics | 3 |
| Institutional Characteristics | 3 |
| Academics | 11 |
| Curriculum | 11 |
| Research | 39 |
| Engagement | 47 |
| Campus Engagement | 47 |
| Public Engagement | 78 |
| Operations | 94 |
| Air & Climate | 94 |
| Buildings | 103 |
| Dining Services | 113 |
| Energy | 122 |
| Grounds | 130 |
| Purchasing | 138 |
| Transportation | 150 |
| Waste | 162 |
| Water | 175 |
| Planning & Administration | 183 |
| Coordination, Planning & Governance | 183 |
| Diversity & Affordability | 203 |
| Health, Wellbeing & Work | 219 |
| Investment | 228 |
| Innovation | 236 |
| Innovation | 236 |

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

1,715,200,000 US/Canadian \$

Total campus area:

180 Acres

IECC climate region:

Cold

Locale:

Urban fringe of mid-size city

Gross floor area of building space:

2,915,997 Gross Square Feet

Conditioned floor area:

2,624,397 Square Feet

Floor area of laboratory space:

82,181 Square Feet

Floor area of healthcare space:

44,576 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

1,098,769 Square Feet

Electricity use by source::

| | Percentage of total electricity use (0-100) |
|--|---|
|--|---|

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

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

Energy used for heating buildings, by source::

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

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

Academics and Demographics

Criteria

n/a

Submission Note:

Smith College has 31 Departments, 13 Programs, 48 Academic Majors, 27 Academic Minors, 12 Concentrations, and 15 Five College Certificates. (Note that these are not mutually exclusive categories.) Smith College also offers the following master's degree programs/departments: 5 Master of Arts in Teaching programs, a Master of Education of the Deaf program, 2 Master of Fine Arts programs, and 2 Master of Science programs. We also have two "special" programs, which are not master's degree programs but are coordinated through the graduate studies office: Post-baccalaureate in Mathematics and a Diploma in American Studies. Smith College also has a separate School for Social Work that includes a Master of Social Work program and a Ph.D. in Social Work program.

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

Number of academic divisions:

3

Number of academic departments (or the equivalent):

48

Full-time equivalent enrollment:

2,969

Full-time equivalent of employees:

1,100.33

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,592

Total number of graduate students:

423

Number of degree-seeking students:

3,125

Number of non-credit students:

0

Number of employees:

1,295

Number of residential students:

2,527

Number of residential employees:

6

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

Joanne Benkley
Assistant Director
Center for the Environment

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 | 1,310 | 278 |
| Number of sustainability courses offered | 51 | 0 |
| Number of courses offered that include sustainability | 65 | 0 |

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

30

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

48

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):

[STARS Sustainability Course Inventory 2013-2014_1-2.xlsx](#)

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

- AMS 201 Intro to the Study of American Society and Culture
- AMS 555 American Society and Culture
- ANT 241 Anthropology of Development
- ANT 353 Topics in Anthropology: Urban Anthropology
- ART 267 Gender, Sexuality and Built Environment
- ART 285 Intro to Architecture
- BIO 101 Modern Biology for the Concerned Citizen
- BIO 103 Economic Botany: Plants and Human Affairs
- BIO 108Y Biogeochemical Cycling in the Avery Brook Watershed: a Research Course
- BIO 260 Invertebrate Diversity and Lab
- BIO 362 Animal Behavior
- BIO 364 Plant Ecology & Lab
- BIO 370 Microbial Diversity

ECO 211 Economic Development
ECO 230 Urban Economics
ECO 233 Free Market Economics
ECO 311 Seminar: Topics in Economic Development: The Political Economy of Development in Africa
ECO 362 Seminar: Population Economics: the Economics of Aging
EGR 290 Engineering Thermodynamics
EGR 290 Engineering Thermodynamics
EGR 320 Signals and Systems
EGR 363 Mass and Heat Transfer
ENG 118 Colloquia in Writing: Consumer Culture
ENG 135 Introduction to Writing Creative Nonfiction: Writing about Place and Travel
ENG 384 Seminar: Writing About American Society
ENV 150 Modeling Our World: An Introduction to Geographic Information Systems
ESS 300 Nutrition Literacy
FRN 230 Colloquia in French Studies: Consumers, Culture and the French Department Store
FRN 262 After Algeria: Revolution, Republic and Race in Modern France
FRN 272 J'accuse! French Intellectuals as Activists
FRN 380 Topics in French Cultural Studies: Immigration and Sexuality
FYS 198 The Global Coffee Trail
GEO 102 Exploring the Local Geologic Landscape
GEO 222 Petrology
GEO 231 Invertebrate Paleontology and the History of Life
GEO 301 Aqueous Geochemistry
GEO 309 Groundwater Geology
GOV 207 Politics of Public Policy
GOV 213 Colloquium: The Bush Years
GOV 215 Colloquium: The Clinton Years
GOV 218 Workplace Law in Capitalist America
GOV 234 Colloquium: Comparative Responses to AIDS in Africa
GOV 242 International Political Economy
GOV 322 Seminar in Comparative Government: Latin American Social Movements
GOV 341 Seminar in International Politics: U.S. Foreign Policy, Human Rights and Democracy
GOV 364 Seminar in Political Theory: Science Fiction and Political Theory: Imagining Human Expansion
GOV 370 In Defense of Political Freedom: Liberal Democracy and its Enemies in Twentieth-Century Political Thought
IDP 102 Race and Its Intersections with Class, Gender and Sexuality
ITL 205 Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture
LAS 201 Colloquium in Latin American and Latino/a Studies: Bodega Dreams: Afro-Latinidad in Words and Social Activism
LAS 244 Feminisms and Women's Movements: Latin American Women's and Latinas' Pursuit of Social Justice
LAS 301 Seminar: Topics in Latin American and Latino/a Studies: Social Movements in 20th Century Latin America
LSS 105 Introduction to Landscape Studies
LSS 389 Broad-scale Design and Planning Studio
PSY 140 Health Psychology
REL 320 Seminar: Jewish Religion and Culture: Topic: Judaism, Feminism, and Religious Politics
SOC 328 Sociology of Wellbeing
SOC 218 Urban Sociology
SOC 237 Gender and Globalization
SOC 244 Feminisms and Women's Movements: Latin American Women's and Latinas' Pursuit of Social Justice
SOC 323 Seminar: Gender and Social Change

SOC 327 Seminar: Global Migration in the 21st Century
SWG 222 Gender, Law, and Policy
SWG 271 Reproductive Justice
SWG 290 Gender, Sexuality and Popular Culture
ANT 230 Africa: Peoples, Environment and Health
ANT 236 Economy, Ecology and Society
BIO 180 Y Biogeochemical Cycling in the Avery Brook Watershed: a Research Course
BIO 268/269 Marine Ecology & Lab
BIO 366 Biogeography
BIO 390 Seminar: Topics in Environmental Biology: Conservation Biology Investigation and Discovery
BIO 390 Seminar: Topics in Environmental Biology: The Ecological Impacts of Global Change
BIO 390 Seminar: Topics in Environmental Biology: Coral Reef Ecology & Conservation
BIO 550 Advanced Studies in Environmental Biology
BIO 550 Advanced Studies in Environmental Biology
CHM 108 Environmental Chemistry
CLT 253 Literary Ecology
EAS 277 Colloquium: Environment and Society in Contemporary China
ECO 213 The World Food System
ECO 224 Environmental Economics
ECO 324 Seminar: Economics of the Environment and Natural Resources
EGR 100 Engineering for Everyone: Energy and the Environment
EGR 100 Engineering for Everyone: Energy and the Environment
EGR 100 Engineering for Everyone: Disaster Relief
EGR 312 Atmospheric Processes
EGR 315 Ecohydrology
EGR 388 Seminar in Photovoltaic and Fuel Cell System Design
ENG 118 Colloquia in Writing: Water: Science and Politics
ENV 320 Environmental Justice
ENV 100 Environment and Sustainability: Notes from the Field
ENV 101 Environment and Sustainability: Notes from the Field
ENV 201 Environmental Integration II: Collecting and Analyzing Information
ENV 201/202 Environmental Integration II: Collecting and Analyzing Information & Lab
ENV 202 Environmental Integration II: Collecting and Analyzing Information Lab
ENV 222 Globalization, Food, and Environment
ENV 311 Environmental Integration III: Interpreting and Communicating Information
ENV 312 Environmental Integration: IV: Sustainable Solutions
ENV 312 Environmental Integration: IV: Sustainable Solutions
ENX 301 Environmental Concentration Capstone: Sustainable Food
GEO 101 Introduction to Earth Processes and History
GEO 104 Global Climate Change: Exploring the Past, the Present and Options for the Future
GEO 105 Natural Disasters: Confronting and Coping
GEO 106 Extraordinary Events in the History of Earth, Life and Climate
GEO 108 Oceanography: An Introduction to the Marine Environment
GEO 112 Archaeological Geology of Rock Art and Stone Artifacts
GEO 180 Y Biogeochemical Cycling in the Avery Brook Watershed: a Research Course
GEO 180 Y Biogeochemical Cycling in the Avery Brook Watershed: a Research Course
GOV 254 Colloquium: Politics of the Global Environment
GOV 306 Seminar in American Government: Politics and the Environment

LSS 100 Landscape, Environment, and Design
LSS 220 Activism by Design: Exploring Resilient Case Studies
LSS 255 Art and Ecology
LSS 300 Rethinking Landscape
PHI 304 Colloquium in Applied Ethics: Sustainability
PRS 303 Talking Trash
SPP 381 Seminar in Portuguese and Brazilian Studies: Brasil Profundo: Landscape and the Environmental Imaginary in Brazilian Culture

Sustainability Course Offerings 2012-2013 School Year (Not included in figures above):

ENG 118 Colloquia in Writing: Water: Science and Politics
EAS 220 Colloquium: Environment and Society in Contemporary China
PHI 238 Environmental Ethics
SOC 233 Environment and Society
SOC 333 Seminar: Social Justice, the Environment, and the Corporation
GES 302 Costa Rica at a Crossroads: Examination of Globalization and Sustainability
ENG 135 Introduction to Creative Nonfiction: Writing about the Environment
ENG 135 Introduction to Creative Nonfiction: Writing about the Environment
ENG 119 Writing Roundtable: What's for Dinner? Writing about Food
ENV 266 Landscape of Northern Germany: Natural Environments and Human Influences
JUD 125 Jewish Civilization: Environmentalism
EGR 325 Electric Power Systems
SOC 232 World Population
SWG 230 Feminisms and the Fate of the Planet
FYS 132 Physics for Future Presidents

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

<http://catalog.smith.edu/index.php>

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

The course catalog for the past academic year (2013-2014) was examined to determine which courses might include sustainability or be a sustainability course. The inventory was then reviewed and edited by the Center for the Environment, Ecological Design and Sustainability. CEEDS added courses from the prior academic year (2012-2013), which were not counted in numbers for this STARS submission but were kept on the attached inventory for the record.

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

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

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

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

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

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

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

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:

Excludes the School of Social Work, a graduate program that occurs during the summer.

"---" 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:

672

Total number of graduates from degree programs:

672

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:

Smith College has an institution wide sustainability learning outcome, found in our current strategic plan, the Smith Design for Learning.

The document reads, "Through experiences within and beyond the classroom, and with the guidance of academic advisers, Smith students will develop the following essential capacities for a successful and productive life: ... Become an informed global citizen, which requires engaging with communities beyond Smith, valuing tolerance and appreciating diversity, applying moral reasoning to ethical problems and understanding environmental challenges."

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

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

<http://www.smith.edu/giving/docs/SmithDesign-0807.pdf>

Undergraduate Program

Responsible Party

Joanne Benkley
Assistant Director
Center for the Environment

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Science and Policy

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

The need for environmentally literate citizens and well-educated professionals able to address increasingly complex and global environmental issues has never been greater. The Environmental Science and Policy (ES&P) Program seeks to produce future leaders in the environmental field by offering a major and minor in Environmental Science and Policy, and a minor in Marine Science and Policy.

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

<http://www.science.smith.edu/departments/esp/about.html>

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

Geosciences Major: Environmental Geoscience Track

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

This track prepares students for a career in a field that addresses environmental issues. In addition to a range of courses within our department, environmental geosciences majors take classes in chemistry, ecology and environmental policy.

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

<http://www.smith.edu/geosciences/major-minor.php>

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

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

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

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

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

Yes

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

Environmental Concentration: Sustainable Food

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

At Smith we understand that one way to make a difference in the world is to grow knowledge. That is why in 2011, after demonstrated interest by students and faculty, CEEDS announced a new Environmental Concentration in Sustainable Food. The Sustainable Food Concentration enables students to engage in an interdisciplinary exploration of food and the many issues involved in sustainability. Whether you are interested in global food distribution systems, the economics of agriculture, food cultures around the world, agriculture policy, or the various ways that gender and food intersect, you can explore your interests in a cohesive, directed, and exciting way.

The Sustainable Food Concentration puts theory into practice, offering a chance to connect students with a topic integral to their surrounding community of the Pioneer Valley, which encompasses 43 cities and towns in the Hampden and Hampshire county areas of Western Massachusetts. By studying Sustainable Food at Smith, students can capitalize on the many opportunities for engagement around food and agriculture-related initiatives underway right in their neighborhood.

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

<http://www.smith.edu/food/about.php>

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

Environmental Concentration: Climate Change

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

Many world leaders, scientists and analysts agree that climate change is the most significant challenge the world faces today. The Climate Change Concentration lets students engage in an interdisciplinary exploration of the many complex issues related to climate change. Through two required internships, students gain a valuable opportunity to put theory into practice, immersing themselves in important work that is integral to human life and well-being and the stability of life on Earth.

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

<http://www.smith.edu/climate/>

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

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

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

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

Graduate Program

Responsible Party

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Joanne Benkley
Assistant Director
Center for the Environment

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:

Smith's Global Engagement Seminars are sponsored by the Phoebe and John D. Lewis Global Studies Center, the Center for the Environment, Ecological Design and Sustainability, and the Center for Community Collaborations. These interdisciplinary, faculty-led, short-term study away experiences combine an intensive on-site seminar followed by an internship or service learning component. A recent example traveled to Costa Rica. Costa Rica is held as a model of sustainability and ecofriendly development, with legislation and regulation integral to its success. Yet, globalization is stressing the delicate balance between development on one side and human and environmental sustainability on the other. This course contests the idea that Costa Rica is a model of sustainability and examines how Costa Rica's history and politics and changing economic pressures affect resource use, conservation practices, and environmental protection, climate and biodiversity.

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

[STARS Reporting Tool | AASHE](#)

Sustainability Literacy Assessment

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

Joanne Benkley
Assistant Director
Center for the Environment

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:

Smith professors are a world-class group of scholars who are deeply committed to student learning. To increase the environmental literacy of all Smith students, CEEDS (Center for Environment, Ecological Design and Sustainability) supports the faculty in bringing environmental concepts and context to a wide variety of courses. Every spring CEEDS invites proposals from faculty (and teams of faculty) for modification and enhancement of existing courses. Each academic year CEEDS brings together faculty from across the disciplines to discuss and explore a current environmental topic. Structured as informal lunchtime gatherings, these conversations foster a collaborative atmosphere where faculty can critically examine a topic from a variety of perspectives.

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

The CEEDS curricular enhancement grant program is intended to support faculty who wish to modify, revise, and enhance their existing courses. Activities might include development of new lectures or discussion topics, design of new assignments and projects, and incorporation of field trips and experiences. CEEDS can provide expertise, infrastructure, supplemental course funds, and summer stipends (up to \$1,000) in support of these efforts. The staff and Environmental Fellows at CEEDS have expertise in astronomy, conservation, ecology, geochemistry, water resources, landscape studies, and campus sustainability. CEEDS manages the 240-acre Ada and Archibald MacLeish Field Station in West Whately, MA and can also coordinate access to equipment, instrumentation, and transportation. Course funds can be used for the purchase of books, materials, and supplies.

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

<http://www.smith.edu/ceeds/faculty.php>

Campus as a Living Laboratory

Responsible Party

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

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.

Submission Note:

http://www.smith.edu/ceeds/macleish_monitoring.php

,

<http://living-future.org/case-study/bechtelenvironmentalclassroom>

,
<http://www.smith.edu/diningservices/local.php>

,
http://www.smith.edu/ceeds/macleish_research.php

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

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:

Environmental monitoring at the Ada and Archibald MacLeish Field Station currently comprises measurement of meteorological variables and vegetation. Continuous measurements from atop an eighty-foot tower include atmospheric pressure, temperature, relative humidity, solar radiation, and wind speed and direction. These data are complemented by precipitation recorded by a heated tipping-bucket rain gauge at ground level. Additionally, three 20 x 50 m (0.1 ha) permanent vegetation plots were established in hemlock-dominated forests in 2009, and micrometeorological stations were added to these plots during the summer of 2010. Shorter-term monitoring efforts have included snow sampling, geochemical surveys of streamwater, and assessing the differences in throughfall chemistry and volume between deciduous and hemlock forest stands. Data can be accessed by faculty for use in student/faculty research and teaching via our website (listed below)

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:

Supported by a grant from the S. D. Bechtel, Jr. Foundation, Smith College completed the construction of a 2,300 sq.ft. building at the Ada and Archibald MacLeish Field Station in 2012. The Bechtel Environmental Classroom is designed to be one of the greenest buildings in the United States, and was certified as a Living Building in 2014 (see link below) . A 9.4-kW solar array generates more electricity than the building uses on an annual basis, and Smith students and the building's designers vetted all of its building materials to ensure that they were the most sustainably-sourced materials available. The building has successfully completed the Living Building Challenge, a rigorous green-building standard overseen by the International Living Futures Institute.

The Bechtel Environmental Classroom developed from a student design for an outdoor classroom and pavilion at the MacLeish Field Station. The Bechtel Foundation's generous grant expanded the vision from a pavilion to a fully functioning building that could serve as a shelter and educational space for students and other visitors to the field station. The building comprises a seminar and lecture space, a "dry" lab room, a small office, a kitchenette, and two composting toilets. Students continue to monitor the building for its Living Building status and are actively engaged in the continued development of the building details and educational offerings as part of a number of different internships and classes.

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:

Smith College Dining Services is committed to supporting local food and sustainability efforts. A two-year grant (awarded spring 2014) from the Henry P. Kendall Foundation has bolstered sustainability efforts at Smith. The \$168,751 grant supports the ongoing efforts of Smith College Dining Services to develop sustainable, local and healthy food practices. The grant also allowed for the creation of a new Dining Services position. The Sustainability and Culinary Manager focuses on connecting to local farms and food sources to bring more local food into Smith's kitchens.

Efforts supported by the grant include:

- Hiring additional staff and student workers to establish sourcing protocols aimed at encouraging the use of locally grown produce and locally raised meat and fish.
- Evaluating Smith's student-run community garden, which currently lacks a long-term planting and business plan, in an effort to guarantee future sustainable success.
- Conducting an evaluation of current menus to determine beef usage that will inform Smith's practices regarding purchasing local and/or grass-fed beef.
- Identifying local products that can be processed, chopped and/or frozen, via the Western Massachusetts Food Processing Center, and

then stored for future use.

Dining services' current sustainability practices include: purchasing cage-free eggs, fair-trade coffee, local yogurt and granola.

About 22 percent of Dining Services' food purchases are from local, sustainable sources, and humane or environmentally friendly sources, according to Dining Services Director Kathy Zieja. "We would like to increase that number," she says. "Currently, we purchase as much local fruit and vegetables as is seasonally possible from about 10 to 15 farmers and producers in our Massachusetts valley and in southern Vermont. The Kendall Foundation grant will allow us to explore further opportunities."

Students are also heavily involved in projects to improve sustainability in Dining Services. As part of her work for the Sustainable Food Concentration in 2014, a student worked with Dining Services to revamp their website to include information to further engage the campus in understanding the issues associated with sustainable food, and where their food is sourced. She has been supporting Dining Services by researching how to expand their offerings of local and sustainable food, and has also developed informational brochures and other educational outreach material.

Two students also conducted an evaluation of purchases in two kitchens based on the Real Food Challenge. The Real Food Challenge evaluates foods based on several characteristics including humane treatment of animals, fair treatment of laborers, locality, and ecology. The students' preliminary study concluded that 9% of food purchased in the two studied kitchens met the requirements of "real food." Students have also established a Smith College chapter of the Food Recovery Network. These students work with kitchen staff to save and package leftover food so that healthy, edible food does not become compost or trash. Students then transport the food to a local community center where it is served to those in need. In the Fall 2014 semester alone the students recovered 1,611 pounds of food.

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:

In the fall of 2014 an engineering student, working with Dano Weisbord, Director of Sustainability, and Denise McKahn, engineering faculty, conducted an analysis of Smith's building meters. By studying and comparing meter data she was able to determine which of our meters (steam, water, and electric) are working and which are malfunctioning. She reported her results to facilities management. A project manager was then appointed to reassess and fix our meters.

In Spring 2015, Weisbord and McKahn are mentoring another engineering student working on a special studies. This student will be conducting a building modelling project to help measure and evaluate the impact of series of insulation and air-sealing projects completed in several campus buildings. Engineering professor Sarah Moore is teaching an engineering class in Spring 2015 about energy use at the MacLeish Field Station. The primary goal of her course, EGR 110: Fundamental Engineering Principles, is to provide students with a foundation for seeing and thinking like an engineer, with a focus on quantitative analysis and conservation principles. As part of this course, teams of students will working at Smith's MacLeish Field Station, conducting analysis and design using the fundamental engineering principles of conservation of matter and conservation of energy.

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:

The Mill River Greenway Initiative is a working group of local citizens who aim to protect the Mill River watershed, preserve its cultural artifacts, enhance its biological health and encourage recreational activity. Their goal is to design and create a greenway along the river. The Mill River flows through Smith's campus, creating Paradise Pond, and continuing past Smith's dam. Reid Bertone-Johnson, Field Station Manager and lecturer in Landscape Studies, is working with a group of six students in the STRIDE (Student Research in Departments) and AEMES (Achieving Excellence in Mathematics, Engineering and Sciences) programs on the Mill River Greenway project. The group has met with a newly formed committee of citizens in Williamsburg who are considering a multi-use connector path between the villages of Haydenville and Williamsburg. Smith's Mill River Group will work in geographic information systems and with GPS (global positioning system) cameras to gather data and build maps for the committee's use. Reid will also work with the Smith group on interpretation materials for areas of the Mill River near and on Smith's campus.

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:

Beginning in Fall 2014, Dining Services began purchasing BOTTLEBOX (TM) containers in which to serve grab-and-go entree salads to students. BOTTLEBOX containers are made of recycled PET plastic from water bottles, and are recyclable themselves. This purchasing change allowed the plastic clamshell containers to be recycled. Students worked as recycling ambassadors in the grab-and-go dining hall to let students know about the packaging change and the recycling opportunity. This allowed energized students to engage with the student community, and diverted plastic packaging from the trash to recycling. Dining Services has continued to increase the amount of local food products they are purchasing, adding Katalyst Kombucha from Artisan Beverage Cooperative in Greenfield, MA and greens and seasonal vegetables from Queen's Greens in Amherst, MA this fall. Dining Services interns have been marking local products with stickers and laminated signs, which has increased the number of students choosing local products.

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:

"Engineers for a Sustainable World student organization (ESW) completed a multi-year project to design and fabricate a pedal powered cargo vehicle for Catering Services:

<http://www.smith.edu/news/catering-cuts-carbon-footprint-with-cargo-cycle/>"

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:

Students in ENV 312 Environmental Science and Policy Capstone completed a semester long research project on reducing food waste at Smith College. Students analyzed Smith's current composting system, wherein we send food-only compost to a local farm, and researched alternative systems such as in-vessel composting. Students also took a close look at sources of excess waste, such as the grab-and-go dining hall, and the use of individual packets of condiments in dining halls. At the end of the semester students presented their work and made recommendations to campus stakeholders, including the director of Dining Services, the Director of Campus Sustainability, and the Grounds supervisor. Their report will inform campus waste management decisions and actions.

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:

English students measured river discharge in the Mill River, compared their results to the on-campus monitoring station, and used historical USGS data from a monitoring station a kilometer upstream of Paradise Pond to calculate flood recurrence intervals for the river. They then wrote reports that will inform campus pond management decisions and action. Additionally, ten students are working with geosciences professor Bob Newton to work with regulators and nonprofit environmental groups in order to develop innovative methods for managing the sediments that accumulate behind small dams on the Mill River. During an intensive 10-week program over the summer of 2015, these students will monitor and analyze a range of controlled experiments that attempt to flush sediment through the dam that

creates Paradise Pond on the Mill River. They will continue their research through the 2015-16 academic year, working with faculty mentors on special studies or honors projects. This project will serve as a pilot to test the effectiveness of project based learning as a tool to teach environmental problem solving.

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 STRIDE (Student Research in Departments program) student created a catalogue of the biodiversity of living organisms at the Ada and Archibald MacLeish Field Station. She will present a poster of her findings at the annual Celebrating Collaborations event held every April. Her work will continue to be built upon over time and will inform conservation, management and planning decisions and action. Her work will allow the field station manager to better coordinate ongoing and future research in a sustainable manner.

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:

Each year for the past four years, Smith students have worked with Emily Nagoski, the Director of Wellness Education, to create SmART, the Smithie Alcohol Risk Tutorial video. SmART fulfills the requirement of providing an alcohol awareness tutorial to all incoming first year students, but does it in a way that is particular to Smith students and the culture they live in here. The video is recreated each year to adjust to changes in student life, and to reflect the wants and needs of current students, who provide feedback and help design the video and how it is presented and discussed.

As far as we know, Smith is the first and only campus in the U.S. that has students design and create their alcohol awareness tutorial. Now a Smith tradition, the SmART program has run for four years, and receives positive feedback from students. The biannual National College Health Assessment also shows significant decreases in drinking among Smith students.

Website:

http://www.smith.edu/wellness/newstudents_smart.php

Additionally, student interns working in the Wellness Education office have created a series of 3 minute web videos on a series of wellness education issues, including stress management education, sleep education, substance abuse prevention, managing relational aggression, and reproductive health. These students gain work experience while creating these videos, and reach out to their fellow students to improve their quality of life at Smith and beyond.

Find videos here:

https://www.youtube.com/channel/UC53Masc7mrbN4hrOaK1K_Xg

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:

In 2014 Smith students formed the organization Divest Smith College to advocate for Smith's divestment from the fossil fuel industry. In response to student activism, President McCartney held a panel on February 24, 2014 for members of the Smith community in order to discuss the relationship between Smith's endowment and the fossil fuel industry. The panel included Peggy Eisen, chair of the Investment Committee on Smith's Board of Trustees, Alice Handy, founder and CEO of Smith's investment management firm Investure, and Bob Litterman, chairman of the risk committee of Kepos Capital. After the presentations concluded, President McCartney opened the floor to questions. Students and professors responded with concerns about the statement Smith is making by continuing to invest in the fossil fuel industry. This panel allowed for public dialogue between the Smith community and Smith's administration, and dialogue has continued since across campus.

In April 2014 Smith students passed a student body referendum in support of divestment from the fossil fuel industry. Also that spring, student representatives of Divest Smith College met with a group of trustees to discuss their climate action goals. They asked the Board to consider making an endowment investment in a sustainable investment fund. On September 8, 2014, President McCartney announced via an e-mail to all of Smith College that the investment committee of the Board of Trustees had unanimously approved \$1 million to be invested in a sustainable global equities fund managed by Investure, the firm that oversees Smith's endowment investments. This move was the direct result of student advocacy. As of September, 2014 nearly 9 percent or \$150 million of Smith's endowment portfolio is invested with managers whose decisions are guided by environmental, social or governance (ESG) factors.

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:

Engineering students, as members of Engineers for a Sustainable World student organization (ESW), designed and fabricated a dance stage called tinydance that could be folded and towed by a standard bicycle. The stage has been used to engage the larger community in thinking about sustainability issues: 'Arts for the Earth' Event hosted by Engineers for a Sustainable World, his event is the second in the interdisciplinary series, Arts for the Earth! A collaboration by the tinydance project, Celebrations Dance Company, Engineers for a Sustainable World, and the Smiffenpoofs, Arts for the Earth examines the relationship between the arts, engineering, and sustainability.

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:

American Chestnut:

It is hoped that blight resistant chestnut hybrids will eventually be available in large enough numbers to begin restoring the American chestnut into natural forests. With this prospect in mind, the Center for the Environment, Ecological Design and Sustainability is sponsoring and supporting a series of experiments at the MacLeish Field Station with the goal of testing methods of restoring American chestnut hybrids into various natural forest communities of southern New England. These experiments include an investigation of chestnut seed germination ecology in a natural setting, the growth response of seedlings to forest gaps of varying size, the competitive interactions of chestnut with other native hardwoods, and an examination of the chestnut's response along a soil moisture gradient.

The chestnut project is designed to provide several levels or access points for student involvement. For example, the very interested student could use the chestnut project to develop her own one- to two-semester research project under the umbrella of the broader experiment, enabling her to work at the MacLeish Field Station and potentially develop connections with the American Chestnut Foundation at state and national levels. For students with less time to commit to an independent project, but with strong interests in conservation, this project has the potential to provide a larger number of students with the chance to work on American chestnut conservation for a day.

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

http://www.smith.edu/ceeds/macleish_monitoring.php

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

Joanne Benkley
Assistant Director
Center for the Environment

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:

44

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

120

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

18

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:

[STARS faculty and dep. research 2014.xlsx](#)

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

Graham Kent, Biological Sciences
Jesse Bellamare, Biological Sciences
Laura A. Katz, Biological Sciences
Michael Baressi, Biological Sciences
Paulette Peckol, Biological Sciences
Robert Dorit, Biological Sciences
Robert Merritt, Biological Sciences
Thomas Litwin, Biological Sciences
Virginia Hayssen, Biological Sciences
Kate Queeney, Chemistry
Candice Salyers, Dance
Susan Sayre, Economics
Andrew Guswa, Engineering
Denise McKahn, Engineering
Sarah Moore, Engineering
Donna Riley, Engineering
Judith Cardell, Engineering
Paul Voss, Engineering
Susannah Howe, Engineering
Julianne Busa, Environmental Science and Policy
Jon Caris, Environmental Science and Policy
Ninian Stein, Environmental Science and Policy
Ann Leone, French/ Landscape Studies
Amy Rhodes, Geosciences
H. Allen Curran , Geosciences
H. Robert Burger, Geosciences
Robert Newton , Geosciences
Gregory White, Government
Daniel Gardner , History
Justin Cammy Jewish Studies
Reid Bertone-Johnson, Landscape Studies
Christophe Gole, Mathematics and Statistics
Katherine Halvorsen, Mathematics and Statistics
Pamela Matheson, Mathematics and Statistics
Jeffry Ramsey, Philosophy
Nathanael Fortune, Physics
Benita Jackson, Psychology
Beth Powell, Psychology
Peter de Villiers, Psychology
Leslie King, Sociology

Malcolm McNee, Spanish and Portuguese
Michelle Joffroy, Spanish and Portuguese
Clare Booth Luce
Elsie Damon Simonels
Louise C. Harrington

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

Followed the manual guidelines. Used knowledge of work from the last year in updates, left some from previous STARS.

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

The website URL where information about sustainability research is available:

Responsible Party

Joanne Benkley
Assistant Director
Center for the Environment

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 Center for the Environment, Ecological Design and Sustainability (CEEDS) supports students conducting original research in sustainability under the guidance of a faculty advisor by educating students about curricular pathways, sponsoring integrative projects, and student led initiatives.

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

http://www.smith.edu/green/about_projects.php

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

Yes

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

Smith College's Center for the Environment, Ecological Design and Sustainability provides faculty with resources to encourage research in sustainability. The Center can provide expertise, infrastructure, supplemental course funds, and summer stipends of up to \$1,000 to faculty in support of these efforts. In addition, faculty have access to the MacLeish Field Station, which is available year round for research and course activities. The mission of the field station is to foster field-based education and research that promotes environmental study and experiential learning in a forested and agricultural landscape. The Ada and Archibald MacLeish Field Station offers unique opportunities for faculty and students from several disciplines to pursue environmental research, outdoor education, and low-impact recreation.

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

http://www.smith.edu/green/about_teaching.php

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:

The Committee on Tenure and Promotion considers collaborative and interdisciplinary research and other projects across different departments for tenure positions.

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

<http://www.smith.edu/deanoffaculty/Guidelines%20for%20Promotion%20to%20Full%20Professor.pdf>

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 library staff provide ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, and sustainability literacy promotion.

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

<http://www.smith.edu/libraries/services/faculty/infolit/ilprograms/environmentalscienceskills>

Responsible Party

Joanne Benkley
Assistant Director
Center for the Environment

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.

Submission Note:

Smith College is currently in the process of developing open access policies and procedures.

"---" 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

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

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:

3,125

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

House Eco-Reps

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

3,125

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

The Eco-Reps are Smith's peer-to-peer sustainability outreach group. Their primary goal is to promote sustainable living practices and conservation of resources in Smith's student houses. Eco-Reps also organize campuswide activities that engage the entire Smith student body, as well as faculty, staff, and the Northampton community. Eco-Reps are elected by their fellow housemates each year and form a group of from 30 to 40 students. The group is managed by Emma Kerr, the campus sustainability coordinator, with the help of three students who are work-study interns. Eco-Reps serve as liaisons from the Office of Campus Sustainability to the student body. Eco-Reps form four working groups that are topic based: sustainable living (working on electricity and water conservation), waste (working on compost and recycling programs), community outreach (working to connect with the Five College and Northampton communities), and group bonding (working to unite the Eco-Reps through social activities). Each working group is responsible for organizing various actions each semester that engage the campus community, such as campaigns, competitions, discussions, and film screenings. These events are free and open to the entire campus, and strive to be zero-waste.

This fall the Eco-Reps each created a House Guide for their house community. The House Guide included important information for long-time residents and first-year students about where recycling bins are located, how to properly close and lock your window, how to adjust the temperature in your room. These guides educated students about the stack effect and encouraged students to properly report heating and cooling issues, rather than opening a window during heating season. These house guides were emailed to house communities and posted in common spaces.

Each October the Eco-Reps organize Fall Fest. This event showcases all of the local produce being harvested in the Pioneer Valley during the fall, and showcases all of the work that environmentally-minded student organizations are doing on campus. This event serves as a major outreach opportunity from green organizations to the student body, and brings all of the diverse green organizations together to foster year-long collaboration. It also allows Eco-Reps to have a campuswide presence, and for students to engage with their Eco-Reps in a fun and educational environment. This year the event included pumpkin painting, clothing up-cycling, a campuswide free box, and bike-powered smoothie making. It was also a zero-waste event and launched a larger effort to create more zero-waste events across campus.

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

During annual house elections, houses elect Eco-Reps who act as liaisons between students in the house and the Office of Campus Sustainability, as well as other campus environmental programs.

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

The Eco-Reps have weekly working group meetings, and general body meetings every other week. The campus sustainability coordinator oversees the general body meetings to help students organize and plan events, to provide operational information and to help align the goals of the Eco-Reps with the goals of the Office of Campus Sustainability. Eco-Reps also have the opportunity to come to office hours, where the campus sustainability coordinator and the student Eco-Rep coordinators train them to work through the steps of organizing and planning events on campus. Through the working groups students gain leadership and organizing skills.

At general body meetings Eco-Reps also learn more about sustainability issues at Smith, and discuss ways to integrate sustainable living practices in the residential houses that they represent. They learn from each other's experiences and brainstorm solutions.

This year Eco-Reps have learned a lot about the recycling system at Smith from the campus sustainability coordinator, as there have been recent changes to the materials collected and where they are processed. Eco-Reps worked to install new recycling signage and have become resources for students with questions about recycling.

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

The Office of Campus Sustainability provides a staff person (the campus sustainability coordinator) to oversee the Eco-Reps. The Office of Campus Sustainability also employs three work-study interns to help coordinate the Eco-Reps and assist with campus-wide event planning (in particular with Fall Fest and Earth Week events).

Since the Eco-Reps are largely a student-run organization, they are also supported by various college funds that provide funding for free campus-wide events. Eco-Reps can apply to these funds for budgets that allow them to bring speakers to campus and execute other programs.

As part of their House Council, Eco-Reps are also supported by their House Presidents, Head Residents, and Residence Life staff.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Responsible Party

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

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:

For the sustainability orientation that took place in Fall 2013, House Eco Reps created a video that all incoming students received during the summer. This video was an overview of sustainability at Smith. The Eco Reps discussed what can and cannot be recycled and composted. In addition, the Eco Reps explained energy and water usage on campus and also emphasized the importance of the co-gen plant. This video prepared incoming students to live sustainability at Smith. Along with the video, students received the date, time, and location of our sustainability orientation during their first week on campus.

This orientation further engaged incoming students on Smith's sustainable efforts and showed students the many different ways they can become environmentally involved on campus. In addition, the Eco Reps presented an overview of the different "green" organizations and groups on campus. The Eco Reps explained how they are elected officials of their houses and, as a result, sit on the house council. Moreover, Eco Reps discussed past projects, i.e. Harvestfest, April Showers, Earth Week, and the composting pilot/composting fairies.

Then, the Eco Reps moved on to discussing the agenda for this upcoming year, which included reducing water and energy consumption in the house, expanding the compost pilot, and gaining house community participation/awareness of environmental issues on campus. A total of 25 incoming students attended the Eco Reps orientation. Of those 25, some 15 students became Reps for the fall 2013. However, all expressed interest in becoming Reps, but had other commitments or time conflicts with our biweekly meetings.

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

Responsible Party

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

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 | No |
| Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience | Yes |
| Cultural arts events, installations or performances related to sustainability that have students as the intended audience | Yes |
| Wilderness or outdoors programs that follow Leave No Trace principles | Yes |
| Sustainability-related themes chosen for themed semesters, years, or first-year experiences | No |
| 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 | No |
| Other co-curricular sustainability programs and initiatives | Yes |

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

The Green Team is a student organization dedicated to fostering sustainability at Smith by educating and supporting the campus community in efficient use of finite natural resources, attaining the greatest possible efficiencies and preventing pollution. The Green Team works with many areas of Smith's operations, including construction, transportation, purchasing, materials use, energy use and waste management in seeking to transform the college's practices.

The Smith Chapter of Engineers for a Sustainable World was founded in 2005 and has since worked on projects both on campus, in the surrounding community, and in Haiti. ESW seeks to bring together students from different backgrounds and majors to work on projects that can make a positive difference and raise environmental awareness in the surrounding community and on Smith campus.

Divest Smith College (DSC) is a network of students and community members dedicated to continuing Smith College's history of empowering women of all backgrounds to make a positive impact on the world by creating an environment that is both fiscally and morally responsible. DSC recognizes that funding the fossil fuel industry jeopardizes long term human health and environmental security. Divest Smith College asks that Smith College take concrete steps towards divesting from the fossil fuel industry.

The Food Recovery Network is made up of a dedicated group of students who collect uneaten food from dining halls, package it, and deliver it to a community kitchen to be served to community members in need. These students diverted 1,600 pounds of healthy uneaten food from the garbage in just one semester.

Students involved in the Animal Advocates group raise awareness about animal rights and welfare issues through advocacy, community building, and non-confrontational outreach. They also strive to educate students about the carbon implications of a meat-based diet.

The SGA Sustainability Committee is a subcommittee of the Student Government Association. Students on this committee work to engage the student body on sustainability issues, pursue zero waste events, and conduct educational workshops for students and faculty/staff.

The website URL where information about student groups is available:

<http://www.smith.edu/green/student.php>

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

The Smith College Organic Garden, known as the Community Garden, is run by a group of students and faculty mobilizing to start a vegetable garden at Smith. The mission of the garden is to be a practical academic tool, to engage the Smith community, and to serve as a model of sustainability. With this garden, the group revives the historical tradition of students growing victory gardens. The aim of the garden is to be an educational experiment that allows students to practice the college's standards of sustainability.

The garden is an educational tool for a variety of departments on campus, including Environmental Science and Policy, Landscape Studies, Studio Art, Biology, Engineering, Geology, Sociology, and History.

The garden provides an arena for Smith community engagement. A wide range of faculty, students, and staff are involved in the project. The garden is a space that celebrates nature, physical work, and healthy eating.

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

initiatives is available:

<http://smithgarden.blogspot.com/>

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

SmiTHrift is a student-run philanthropic organization at Smith College. Its mission is to support sustainability and organizations that provide assistance to women and children. The fashion, business, and charity aspects of the group are a great way for Smith students to get involved, have fun, and serve a great cause. Each year, SmiTHrift holds a few bargain clothing sales, Cage Frenzy (pay an entry fee and have a set time period to grab whatever you can!), donation drives, clothing sortings, and of course, the spring fashion show.

In 2004, Women and Financial Independence took the lead in developing a plan for SmiTHrift. SmiTHrift provides a unique and powerful opportunity for students to gain hands-on experience in entrepreneurship—planning, starting and running a retail business to serve the Smith and Northampton communities—and philanthropy. SmiTHrift works to facilitate an environmentally (and budget) friendly shopping experience for the Smith community. All proceeds from clothing sales go to a local charity that benefits women and children in Northampton and the surrounding community. SmiTHrift is comprised of a group of student volunteers committed to creating a viable business plan and locating space on the campus to open a retail outlet. Student volunteers will meet weekly to sort through the many donations from faculty, staff and students.

The Bike Kitchen is a student-run enterprise that serves to provide the Smith community with bike rentals, riding support and maintenance education. More broadly, the Bike Kitchen serves as a forum for those interested in environmentally friendly transportation and in promoting bike love in all aspects of life in the Pioneer Valley and beyond.

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

<http://www.smith.edu/wfi/smithrift.htm>

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:

Smith College holds several major events related to sustainability each year. These events can be found on the Smith College Green website calendar. Two academic courses offered at Smith are one-credit lecture-based courses and are open to the entire campus community, including students who are not registered for these courses. Lectures are given by guests who are experts in their field and offer important career insights to students. The first of these courses is ENV-100 Notes from the Field. This is an introductory environmental science and policy course. Speakers from this past semester (Fall 2014) included Dano Weisbord, Smith College Director of Sustainability and Space Planning, who spoke about sustainable development; Lynn Pledger who spoke about her work as a waste policy consultant; and Jonah Keene, Director of the Mass Audubon Connecticut River Valley Sanctuaries, who spoke about his work on education, conservation, and advocacy in the Pioneer Valley.

The second of these courses is LSS-100 Landscape, Design, and Environment, an introductory landscape studies course. Speakers from Fall 2014 included Randolph Hester, a landscape architect and professor emeritus at University of California, Berkeley; Andrea Olsen, professor of dance and environmental studies at Middlebury College, whose lecture was titled “Designing Space with the Body in Mind”; and Julian Agyeman of Tufts University whose lecture was titled “Just Sustainabilities: Re-imagining equality, living within limits.”

Each year Smith College hosts several events around Earth Week in April. On April 15, 2014, Smith held “The Sixth Extinction: An Unnatural History,” which was a lecture by Elizabeth Kolbert about her latest book of the same name. Kolbert is a staff writer for The New Yorker, and award winning author of Field Notes from a Catastrophe: Man, Nature, and Climate Change.

On April 17, 2014, Smith hosted “An Activist Evening with Tanya Fields.” Fields is a food justice activist, educator, urban farmer, food blogger, and the founder and executive director of the BLK Projek, a Bronx-based food justice and health organization that serves underserved women of color by creating women-led economic development opportunities and is committed to urban farming and the elimination of food deserts. Fields talked about her experience as an urban-based black woman activist, as well as her current initiatives to bring food justice and economic independence to her community. The event was sponsored by The Smith Association of Class Activists.

Leading up to Earth Day 2014, Smith held the Earth’s Turn film series, sponsored by CEEDS, Sustainability Reps, Green Team, Divest Smith College, SGA Sustainability Committee, Climate Action Now, 350MA, Office of Environmental Sustainability, Environmental Science and Policy Program, Office of Religious and Spiritual Life, with support from the SGA. Films included “Students and Goliath,” “Earth Days,” “Chasing Ice,” and “Do the Math.” Films were followed by discussion.

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

<http://www.smith.edu/green/calendar.php>

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

In spring 2014, the Green Team, a student organization, held a Climate Justice Open Mic. Students were invited to share their experience with environmental or climate justice issues. Students were encouraged to share their story as a spoken-word performance, dance, song, talk or anything else. Between 15 and 20 students performed, with some 40 students in the audience.

On December 11, 2014, students organized a Music Night at the MacLeish Field Station, where students, faculty, and staff came together to perform and listen to bluegrass music, while also enjoying and experiencing the Bechtel Environmental Classroom, the fifth fully certified Living Building in the world.

On April 17, 2014 students organized an Open Mic Night at the MacLeish Field Station to celebrate the intersections of science, activism, and performance. Students were encouraged to bring their instruments, art, poetry, and science to share with other student attendees. The event also served as a chance for students to explore the station and its environmental classroom.

As part of Earth Week 2014, an exhibit called “We Put Our Bodies at the Gate: Environmental Activism and Nuclear Power” was on display in the Nolan Arts Lounge in the Campus Center. This exhibit documented the history of the Vermont Yankee Nuclear Power Plant in Vermont and called attention to the urgent issues related to the decommissioning of the plant. It included a visual account of the civil disobedience campaign of the Shut It Down affinity group.

The exhibit was complemented by the event, “We Put Our Bodies at the Gate: An Intergenerational Conversation.” The panel discussion featured 95-year-old Frances Crowe, a member of the Shut It Down group, as well as other local environmental activists, and focused on demonstrating vision, inspiring hope, and making a difference over time through organized resistance.

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

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

The Smith Outdoor Adventure Program's mission is to get outdoors, have fun, and learn valuable skills in the process. The program offers a wide range of outdoor recreation trips throughout the school year and maintains an open-gear room and climbing wall and keeps Boathouse hours convenient to all Smith students. The program also works closely with students, teaching outdoor skills clinics and training student outdoor leaders to run events. Smith Outdoor practices Leave No Trace principles and leads Leave No Trace workshops for the campus community.

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

<http://www.smithpioneers.com/index.aspx?path=outadv&tab=outdooradventure>

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

The website URL where information about the theme is available:

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

The Bike Kitchen's most direct mission is to provide the Smith community with bicycle rentals and bike maintenance education. More broadly, the Bike Kitchen serves as a forum for providing a form of environmentally friendly transportation and promoting bike love in all aspects. The Bike Kitchen also teaches bike mechanic classes, enabling students to learn how to maintain and fix their bikes.

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

<http://sophia.smith.edu/bikekitchen/>

A brief description of sustainability-focused student employment opportunities:

Eco-Rep student coordinators are hired by the Office of Campus Sustainability and work to facilitate the Eco-Rep program with the campus sustainability coordinator. They hold open hours to meet with students and help them plan actions and events on campus, facilitate general body meetings, and lead group bonding activities. These students develop leadership, communication, organizing, and advocacy skills.

The Office of Campus Sustainability also employs several research interns who pursue sustainability projects on campus. These projects include conducting life cycle analyses of products and providing recommendations, analyzing and reporting on meter data, and considering a transition from dual to single stream recycling. These students gain experience communicating with various campus

stakeholders—including faculty and facilities management staff—and learning project management skills.

Dining Services also employs two student interns that work with the culinary and sustainability manager. These students work on publicizing local food selections in dining halls and in the cafe. Students working with Dining Services are also pursuing the Real Food Challenge and are analyzing purchases in several dining halls.

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

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:

Students for Social Justice and Institutional Change is a non-hierarchical umbrella social justice organization at Smith with working groups for a variety of social justice issues. Working groups for previous years include: Queers and Allies, Economic Justice, Free Thinkers (Secular/Non-religious student alliance), the School of Americas Watch, White Students Confronting Racism, and Environmental Justice/Mountaintop Removal. Students are always welcome to join existing working groups or propose new ones.

Global Action Against Poverty Everywhere (GAAPE) raises awareness throughout the campus and community on the topic of extreme global poverty and the many subsequent issues which arise from the examination of poverty in a holistic manner. These include health issues, access to clean water and sanitation, education, women's empowerment, etc. The organization also raises funds for various nonprofit organizations working toward a more developed world.

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

<https://smith.collegiatelink.net/organization/ssjic/>

Outreach Materials and Publications

Responsible Party

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

The website for Green Smith provides resources and information on environmental sustainability and ecological design at Smith and beyond. Its major components are the links for the Center for the Environment, Ecological Design and Sustainability, the Office of Environmental Sustainability, Operational Initiatives, Curricular Pathways, Student Groups and Activities; Alumni Initiatives, Sustainability News, and a Calendar of Events.

The website URL for the central sustainability website:

[STARS Reporting Tool | AASHE](#)

<http://www.smith.edu/green/>

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

The Office of Campus Sustainability maintains a Smith College Campus Sustainability Facebook page. We use the Facebook page to post updates on sustainability projects happening on campus and in the community, promote related events, and highlight newsworthy items from around the globe.

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

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

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

The Environmental Science and Policy program website includes a student research page which acts as a vehicle to publish and disseminate student research projects on sustainability and other environmental topics.

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

http://www.smith.edu/green/about_research.php

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

Smith's Living Building, the Bechtel Environmental Classroom, has in-depth signage describing a number of green building features that contributed to its certification.

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

http://www.smith.edu/ceeds/macleish_bechtels.php

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

Dining Services labels foods that are produced locally on menu boards or with a laminated badge in kitchens and in the Campus Center Cafe. Some items that are packaged also have local stickers (for example salads made with local greens). This helps students make informed choices about their food.

Students involved in the Real Food Challenge have also created a brochure detailing the percentage of "real food" in various categories that is purchased by Smith College. They have presented their preliminary findings and distributed brochures.

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

<http://www.smith.edu/diningservices/local.php>

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

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

A brief description of the sustainability walking map or tour:

The "Sustainable Smith Campus Tour" contains information about sustainability and its role at Smith College. It highlights eight of the most notable locations across campus in terms of their headway in sustainable efforts including the Campus Center; a sustainable dining hall; an efficient residence hall; the Botanic Garden of Smith College; a newly renovated residence hall; Neilson Library; the 2010 construction of Ford Hall, the engineering and science building (a LEED certified building); the retrofitted Indoor Track and Tennis Facility; Paradise Pond as well as Smith's cogeneration power plant.

The website URL of the sustainability walking map or tour:

<http://www.smith.edu/green/docs/Susttour.6-21-10.pdf>

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

In Smith College's Parking Master Plan, recommendations are provided for commuters to utilize alternative forms of transportation that are made available instead of driving a personal car to campus. The Green Smith website has a section on transportation and ways in which faculty and student commuters can reduce the impacts of college-related transportation. This website includes links to other websites for Rideshare, Zipcar, PVRTA, MassRides, opt-out parking program, carpooling and Bike Kitchen, which are all transportation programs servicing the campus and the other colleges.

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

http://www.smith.edu/green/operations_transportation.php

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

Each summer the Bike Kitchen (student organization) updates and produces a Bike Kitchen Cookbook with navigation and educational tools, bike repair tips, and more. They also hold bike mechanic workshops to train individuals in bike repair.

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

http://www.smith.edu/ceeds/documents/Bikekitchen_cookbook_2013_test.pdf

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

Smith College's Office of Campus Sustainability provides a comprehensive page of "Useful Tips" on its website describing several simple changes residents can make to reduce consumption of energy and resources. The sections include Actions that Cost Nothing Add Up, Things Worth a Small Investment, Back-to-School Shopping List, Local Food, Biking, and Getting Places.

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

http://www.smith.edu/green/what_tips.php

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

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

The Botanic Garden of Smith College newsletter, Botanic Garden News, is published twice a year by the Friends of the Botanic Garden. The newsletter highlights changes and provides information to the Smith community about the college's garden spaces, efforts on campus to create more green space, and also draws from outside news related to green gardening.

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

<http://www.smith.edu/garden/Newsletter/newssp10.pdf>

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

Yes

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

Smith College's Center for the Environment, Ecological Design, and Sustainability produces an annual magazine that covers a range of sustainability topics. The magazine highlights a variety of issues and policies and provides information to the Smith community about local and global sustainability happenings.

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

<http://www.smith.edu/ceeds/fieldguide.php>

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

Yes

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

The Alumni Initiatives news feed on the Green Smith website highlights notable alumnae pursuing sustainability after they have graduated. Smith alumnae are creating change and doing innovative work around the world. They are shaping national policy, raising global standards, influencing citizens' behaviors and educating the world on reproductive rights, climate change, environmental justice, water rights, international trade and wetlands restoration. This page is a place to communicate their efforts with the world.

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

<http://www.smith.edu/green/alumnae.php>

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

Yes

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

Beginning in March 2014, the Staff Council Chronicle began featuring a recurring Sustainability column.

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

<http://www.smith.edu/staffcouncil/chronicle.php>

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

Yes

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

Smith College's "Smith Sustainability News" is an online compilation of news releases and articles produced from various sources within the Smith community which are related to sustainability. It is a streamlined way to access sustainability news within the college.

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

<http://www.smith.edu/green/news.php>

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

No

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

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

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

No

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

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

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

No

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

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

Outreach Campaign

Responsible Party

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

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?:

No

The name of the campaign (1st campaign):

Compost Fairies

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

One of the many topics House Eco-Reps focus on is composting. Reps want to inform fellow housemates about the importance of composting and, more importantly, how to properly compost on campus. In order to accomplish both of those issues, the Reps created "compost fairies." Once a month Eco-Reps dress up as fairies by creating fairy wings, wands, and tutus, go to house dining halls and stand by the compost buckets with a mission to help and teach students what can and cannot be composted. By encouraging students to compost, the Eco-Reps engage in a conversation about why Smith, as a college, composts.

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

Outreach from the Eco-Reps regarding composting have shown measurable improvements year to year. From 2010 to 2013 Smith noted a 675% increase in composted materials (28.45 tons to 192.06 tons). Education and awareness from the Eco-Reps has had a major impact in the drastic increase in composting on campus.

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

<http://www.smith.edu/news/2012-13/composting.php>

The name of the campaign (2nd campaign):

Smithies Give Back

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

The Smithies Give Back campaign was run by the Eco-Reps and took place before students left campus for Winter Break 2014-2015. The campaign ran for three days, each day with a different theme. On Mindful Mondays, Eco-Reps collected textbooks that students no longer needed, keeping the books from being abandoned in student houses or tossed in the dumpsters. These books were then given, at the beginning of the spring semester, to students who needed them. The remaining books were donated to the Western Massachusetts Regional Women's Correctional Center.

On Technology Tuesday, Eco-Reps encouraged students to check out the new E-recycling center in the Campus Center, and to bring their electronic waste there instead of tossing it in the garbage.

On Food-Waste Wednesday, Eco-Reps collected perishable and nonperishable food that students were otherwise going to leave behind or throw away over winter break. The food was donated to the Northampton Survival Center.

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

About twenty books were re-homed as a result of Mindful Monday. Nine pounds of food were donated to the Survival Center as a result of Food Waste Wednesday. Awareness of the E-recycling center was enhanced for students passing through the heavily trafficked Campus Center on Technology Tuesday.

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

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

Employee Educators Program

Responsible Party

Hannah Hitchner

Intern

Environmental Sustainability

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?:

No

Total number of employees:

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

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

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

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

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

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

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Larry Hunt

Associate 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:

0

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

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

<http://www.smith.edu/green/index.php>

Staff Professional Development

Responsible Party

Larry Hunt

Associate Vice President

Human Resources

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

Fall 2011 --Course 441: Conserving Energy at Home - 22 participants

Fall 2012 -- Course 412: Alternative to Replacing your Windows - 6 participants

Spring 2013 -- Course 441: Your Old House, Renovate it Right - 7 participants

Spring 2014 -- Course 470: Awakening Your Garden - 7 participants

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

1

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

http://www.smith.edu/hr/hrdev_catalog.php

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

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

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:

Smith College’s House Community Service and Sustainability (HCSS) Recognition Program is designed to be engaging, creative, educational, fun and insightful. Projects can be one time, a series of projects, incorporate ongoing work students in their houses are already engaged in, or be a composite of several different kinds of projects. Students can focus on sustainability or community service or both.

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):

Smith College has a relationship with the local community organization Nuestras Raices, whose mission is to promote economic, human and community development in inner-city Holyoke through projects relating to food, agriculture and the environment. The organization draws its membership and leadership from the members of its network of community gardens. It offers a position for Smith Students and

Faculty to work with the Environmental Justice Program Director to research environmental problems affecting Holyoke's low-income Latino Community. This project is ongoing.

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:

Smith's Campus Sustainability Coordinator serves on the Pioneer Valley Planning Commission's (PVPC) Regional Bike Share Committee. The PVPC is the regional planning body for the Pioneer Valley region, which encompasses 43 cities and towns in the Hampden and Hampshire county areas. PVPC is the primary agency responsible for increasing communication, cooperation, and coordination among all levels of government as well as the private business and civic sectors in order to benefit the Pioneer Valley region and to improve its residents' quality of life.

With help from the committee, the PVPC completed a phase 1 feasibility study for a regional bike share program, which would allow community members and visitors to rent bikes from prominent and easily accessible locations, and ride on the region's bike trails and bike-friendly streets.

The PVPC is now moving onto a phase 2 advanced feasibility study. This is a multi-year planning effort, which involves stakeholders from several towns and institutions.

<http://www.pvpc.org/regionalbikeshare>

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

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:

Smith forges partnerships with organizations and institutions that have common goals in their approach to environmental sustainability.

Smith is part of Five College Sustainability, is a consortium of schools in the area that offer courses, events and other programs related to sustainability. Dano Weisbord, Director of Campus Sustainability and Space Planning at Smith, presented at the AASHE conference in October 2014. The presentation was entitled "The Cornerstone of Sustainability: Implementing an Efficiency Master Plan" and also featured Jeffrey Perkins (Energy and Resource Solutions) and Steven Lanou (MIT).

In 2011 and 2012, Smith participated in The Five College's Blue Sky Initiative. The Five College Board of Directors invited suggestions, ideas, or fully developed proposals for new and improved sustainability initiatives. The objective of the Blue Sky Initiative is to envision opportunities for sustainability for the Five Colleges and beyond. Over 500 proposals were received. The proposals are now under review with key criteria focusing on reduced climate impact, savings, and learning opportunities for Smith students, with consideration given to those projects that might attract external funding or engage alumni/ae and members of Smith's neighboring communities.

In addition, Dano Weisbord regularly contributes to the GRNSCH Listserv, a listserv of sustainability professionals in higher education.

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:

Smith forges partnerships with organizations and institutions that have common goals in their approach to environmental sustainability.

Below are a few examples:

Association for the Advancement of Sustainability in Higher Education (AASHE):

As a member, Smith supports AASHE's goals of promoting entire campus efforts towards sustainability.

American Colleges and University President's Climate Commitment (ACUPCC):

Smith joins other higher education institutions in an agreement to lead their communities by example. More information regarding the detailed requirements of the commitment can be found on ACUPCC's website.

Clean Air - Cool Planet:

Smith is a campus partner with Clean Air-Cool Planet (CA-CP) that addresses the problem of global warming through civic engagement, education and effective policy. Clean Air-Cool Planet is the leading organization dedicated solely to finding and promoting solutions to global warming.

Co-op Power:

Co-op Power is a regional network of local communities creating a multiclass, multiracial movement for a sustainable and just energy future. Co-op Power is a consumer-owned energy cooperative serving New England and New York. As a member, Smith helps make clean energy more affordable, accessible and reliable.

Community Involved in Sustaining Agriculture (CISA):

Smith supports local farmers in the Pioneer Valley as a "local hero" campaign member. The CISA website features more opportunities to buy locally grown food.

Emma Kerr, Campus Sustainability Coordinator, is a member of the Sustainability Student Leaders Symposium Board of Curators, which works to plan future Sustainability Student Leaders Symposia and focuses the mission of those symposia.

Weisbord and Kerr participate in The Northeast Campus Sustainability Consortium and are assisting with planning for the NECSC regional conference being held at UMass Amherst in April 2015.

Other campus organizations include Engineers Without Borders, Amherst Permaculture Committee and Five College Sustainability.

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

As a part of the Five College consortium, Smith has participated in many collaborations with the other four member schools: Hampshire, Mount Holyoke and Amherst colleges, and the University of Massachusetts, Amherst. Students from each of the five colleges may join many groups at campuses different from their home campus.

Smith's Center for the Environment, Ecological Design and Sustainability (CEEDS) regularly hosts events related to the environment that are open to the Five College community.

Smith College Eco-Reps sent a student representative to the Eco-Rep Symposium at Tufts University in November 2014, to collaborate with other students and hear about how Eco-Rep programs are run and other schools, and the successful campaigns they have launched.

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

Continuing Education

Responsible Party

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Community Service

Responsible Party

Jennifer Walters

Dean

Religious Life

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

1,500

Total number of students :

2,510

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

Yes

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

83,000

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

No

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

We do not include community service on official academic transcripts. However, students may elect an academic concentration which require practical work such as internships and community service. The concentrations are included on the transcript.

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

Yes

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

Smith permits employees to receive one paid day of voluntary community service per year. In addition, Staff Council sponsors a Day of Service and our Center for Community Collaboration notifies employees of service opportunities in the community.

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

<http://www.smith.edu/cso/>

Community Stakeholder Engagement

Responsible Party

Ruth Constantine

Vice President

Finance and Administration

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*.

Submission Note:

The efforts listed above are in numerous locations on Smith's website. The URL for the college's Center for Community Collaboration is: <http://www.smith.edu/cc/about.php>

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

Smith's major capital projects are all reviewed and approved by the City of Northampton Planning Board. Board meetings are public and community stakeholders attend. In addition, it is the college's practice to actively seek community input for projects that particularly affect neighboring areas by holding and participating in forums for neighbors and interested members of the community. Examples over

the past year include a forum for community questions, concerns and input about new apartments to be constructed in 2014-15, and forums regarding the potential sale of a parcel of real estate owned by Smith.

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

1) The Smith College Council on Community Policy is a broadly representative, deliberative group that meets to consider matters that concern the campus community. In its deliberations, and working in concert with others on campus as appropriate, the "College Council" addresses issues of common concern. Its mission concerns the well-being of the community — its capacity for collegiality and the pursuit of the commonweal while providing an excellent education to women. Membership of the council includes two members of the City of Northampton's elected city council. 2) Recently Smith established a new Center for Community Collaboration. The center (CCC) promotes a campuswide culture of community engagement, responsive citizenship and the active generation of knowledge to benefit society.

List of identified community stakeholders:

Educational institutions: Smith is a member and active participant in a consortium of area educational institutions, Five Colleges Inc. Other members include Amherst, Hampshire and Mount Holyoke Colleges and the University of Massachusetts-Amherst. In addition, Smith contracts with two community colleges in the nearby cities of Greenfield and Holyoke to hold classes free of charge in a Smith building, to better serve local community needs. Government bodies: the core body is the City of Northampton. In addition to the council, board and forums described above, each year Smith convenes a series of meetings including the Mayor and two of his staff members and the college's President and three of her staff members. Private sector organizations: Smith works with the Northampton Chamber of Commerce to ensure its board includes a Smith administrator; Smith is an active participant in establishing a new regional chamber organization; Smith's president serves on the Economic Development Council; Smith led successful efforts to establish an arts organization in the region; and so forth.

A brief description of successful community stakeholder engagement outcomes from the previous three years:

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

<http://www.smith.edu/ccc/about.php>

Participation in Public Policy

Responsible Party

Ruth Constantine

Vice President

Finance and Administration

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:

"Smith works with city officials, area residents and the parents of students to understand the various safety needs for pedestrians and bicyclists and on specific projects to encourage the Smith community and the people of Northampton to trade in their vehicles for more sustainable alternatives when traveling around town, in addition to increasing overall safety. Encouraging bicycle use has been an important focus for Smith's collaborations with the community toward becoming more sustainable.

Smith College was awarded the Trail Neighbor award by the Friends of Northampton Trails and Greenways organization in 2011 for support of the bicycle trails, most notably funding new crosswalks and bike lanes, providing pro-bono assistance with the creation of maps for the organization's brochure, formalizing existing trails, and investigating the process of creating new trails, coordinated and supported by Smith staff and faculty and included as part of an Engineering design clinic project in the school's engineering program. All of these efforts have helped in supporting sustainability efforts within the community. "

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:

<http://www.smith.edu/northampton.php>

Trademark Licensing

Responsible Party

Ruth Constantine

Vice President

Finance and Administration

Criteria

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

Submission Note:

<http://www.smith.edu/cccp/conduct.php>

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

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

Yes

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

No

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

Yes

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

<http://www.smith.edu/newsoffice/releases/05-056.html>

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

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

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 (MtCO_{2e}) per gross square foot (0.002 MtCO_{2e} per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUJ-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:

Our "Business Travel" entry includes some flights that are not business. These flights are students flights for study abroad that are paid for out of the Controller's Office for a number of reasons. We do not at this time have a data collection method that splits our airline

travel into business and other.

"---" 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?:

No

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

Collection of billing data for utilities, collection of data from Controllers office for travel, mapping out travel distances of faculty/staff, collaborating with multiple stakeholders to collect specialized data such as refrigerants.

Clean Air, Cool Planet tool is used for calculations, which includes transmission and distribution losses from purchased electricity and upstream emissions of purchased fuels and electricity.

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

No

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

Scope 1 and Scope 2 GHG emissions::

| | Performance Year | Baseline Year |
|---|---|--|
| Scope 1 GHG emissions from stationary combustion | <i>24,508 Metric Tons of CO2 Equivalent</i> | <i>18,510.90 Metric Tons of CO2 Equivalent</i> |
| Scope 1 GHG emissions from other sources | <i>380 Metric Tons of CO2 Equivalent</i> | <i>409.50 Metric Tons of CO2 Equivalent</i> |
| Scope 2 GHG emissions from purchased electricity | <i>4,065 Metric Tons of CO2 Equivalent</i> | <i>11,704.70 Metric Tons of CO2 Equivalent</i> |
| Scope 2 GHG emissions from other sources | <i>0 Metric Tons of CO2 Equivalent</i> | <i>0 Metric Tons of CO2 Equivalent</i> |

Figures needed to determine total carbon offsets::

| | Performance Year | Baseline Year |
|---|--|---|
| Institution-catalyzed carbon offsets generated | <i>0 Metric Tons of CO2 Equivalent</i> | <i>0 Metric Tons of CO2 Equivalent</i> |
| Carbon sequestration due to land that the institution manages specifically for sequestration | <i>0 Metric Tons of CO2 Equivalent</i> | <i>0 Metric Tons of CO2 Equivalent</i> |
| Carbon storage from on-site composting | <i>2,237 Metric Tons of CO2 Equivalent</i> | <i>0 Metric Tons of CO2 Equivalent</i> |
| Third-party verified carbon offsets purchased | <i>1,834 Metric Tons of CO2 Equivalent</i> | <i>363.60 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:

Pre and post consumer food waste, along with horse manure and bedding from the stables, is brought to Bridgmont Farm, in nearby Westhampton, due to space constraints on Smith's campus. There it is composted in windrows.

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

1,834 metric tons of CO2 equivalent were retired on Smith's behalf by our gas company. The offsets are Green E Climate Certified, and are from coal mine methane capture (100% USA).

Some RECs were purchased for several years from 2005-2012

Figures needed to determine “Weighted Campus Users”::

| | Performance Year | Baseline Year |
|---|------------------|---------------|
| Number of residential students | 2,527 | 2,400 |
| Number of residential employees | 6 | 6 |
| Number of in-patient hospital beds | 0 | 0 |
| Full-time equivalent enrollment | 2,966.20 | 2,796 |
| Full-time equivalent of employees | 1,170 | 1,128 |
| 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, 2004 | June 30, 2005 |

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

Oldest year that had consistent data

Gross floor area of building space, performance year:

2,915,997 Square Feet

Floor area of energy intensive building space, performance year:

| | Floor Area |
|-------------------------------------|---------------------------|
| Laboratory space | 82,181 <i>Square Feet</i> |
| Healthcare space | 12,000 <i>Square Feet</i> |
| Other energy intensive space | 0 <i>Square Feet</i> |

Scope 3 GHG emissions, performance year::

| | Emissions |
|---|---|
| Business travel | 2,112 <i>Metric Tons of CO2 Equivalent</i> |
| Commuting | 590 <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 | 267.70 <i>Metric Tons of CO2 Equivalent</i> |
| Waste generated in operations | 245.53 <i>Metric Tons of CO2 Equivalent</i> |
| Other categories (please specify below) | --- |

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

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://rs.acupcc.org/ghg/3257/>

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

previous three years:

Smith's new lab space was built to LEED Gold standards, lighting and controls work done to reduce energy consumption, and HVAC and envelope work in smaller building renovations.

Additional work done by residential House reps to engage students to reduce energy use.

Outdoor Air Quality

Responsible Party

Rich Koreniowski

Health and Safety Coordinator
Facilities

Criteria

Part 1

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

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

Part 2

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

"---" 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:

Smith College follow all state and federal polices

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:

Smith completes an air emissions inventory for its Title V Operating Permit

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

| | Weight of Emissions |
|--|----------------------------|
| Nitrogen oxides (NOx) | <i>9 Tons</i> |
| Sulfur oxides (SOx) | <i>1.27 Tons</i> |
| Carbon monoxide (CO) | <i>6.59 Tons</i> |
| Particulate matter (PM) | <i>3.49 Tons</i> |
| Ozone (O3) | <i>0 Tons</i> |
| Lead (Pb) | <i>0.00 Tons</i> |
| Hazardous air pollutants (HAPs) | <i>0.08 Tons</i> |
| Ozone-depleting compounds (ODCs) | <i>0 Tons</i> |
| Other standard categories of air emissions identified in permits and/or regulations | <i>0 Tons</i> |

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

Smith College installed a gas turbine co-generation system to reduce its overall emissions from its original physical plant that consisted of only natural gas and #6 oil fired boilers.

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Brett McGuinness

Assistant Manager

Building Services

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

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

2,915,997 *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) | 0 <i>Square Feet</i> |
| 3rd Highest Level (e.g. LEED Silver) | 0 <i>Square Feet</i> |
| 2nd Highest Level (e.g. LEED Gold) | 0 <i>Square Feet</i> |
| Highest Achievable Level (e.g. LEED Platinum) | 0 <i>Square Feet</i> |

Floor area of building space that is certified at each level under a 3-tier rating system for 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:

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

152,000 *Square Feet*

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

[Smith College Green Cleaning Policy LEED V3 2009 \(1\) \(2\).pdf](#)

The date the guidelines or policies were formally adopted:

July 30, 2013

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

The Green Cleaning Policy is applied to buildings at Smith that are LEED Certified, approaching certification, or LEED equivalent without certification. The policy was written to comply with LEED 2009 for Existing Buildings: Operations & Maintenance standard.

These buildings are:

- Ford Hall (LEED Gold)
- Cutter-Ziskind (renovated dormitory currently seeking LEED certification)
- Nancy and Henry Schacht Center for Health and Wellness (LEED equivalent but not certified)

ziskind/Cutter housekeeping side falls under that.

new health center we follow green cleaning.

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

guidelines and policies:

This policy is intended to identify maintenance and operations best practices and guidelines for minimizing building impact on human health and the environment. Compliance with this policy allows Smith College Building & Residential Services to create a building environment that minimizes waste, uses more sustainable products and systems, and uses energy as efficiently as possible.

Smith College Building & Residential Services will follow a sustainable purchasing policy that is aligned with the U.S. Environmental Protection Agency's Environmentally Preferable Purchasing Policy to protect human health and reduce the environmental impact of materials used in the operations and maintenance of buildings. The purchasing policy will identify and outline acceptable products, tools, equipment and materials based on product ingredients and packaging.

Smith College Building & Residential Services will evaluate the items that are purchased for the building, identify more environmentally friendly alternatives, and establish a policy to purchase these alternatives when economically feasible. The organization will work with suppliers to identify environmentally preferable products that meet the needs of the building.

Smith College Building & Residential Services will implement sustainable purchasing for cleaning materials and products, disposable janitorial paper products and trash bags. Cleaning product and material purchases include items used by in-house staff and/or outsourced service providers.

Smith College Building & Residential Services will use janitorial equipment that reduces building contaminants and minimizes environmental impact.

Smith College Building & Residential Services will follow sustainable cleaning procedures to reduce the exposure of building occupants and maintenance personnel to potentially hazardous chemical, biological and particulate contaminants, which adversely affect air quality, human health, building finishes, building systems and the environment.

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

Building Design and Construction

Responsible Party

Peter Gagnon

Capital Construction Director
Facilities

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.

"---" 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 | Yes |
| 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:

Ford Hall: LEED Gold, 142,000 sq ft

Bechtel Environmental Classroom: Certified Living Building Challenge, 2,240 sq ft

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

157,460 *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) | 142,000 <i>Square Feet</i> |
| Highest Achievable Level (e.g. LEED Platinum) | 0 <i>Square Feet</i> |

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

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

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

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

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

2,240 Square Feet

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

0 Square Feet

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

0 Square Feet

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

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

Smith College has a policy to build new buildings to a minimum of LEED Silver standards.

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

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.smith.edu/green/operations_green.php

Indoor Air Quality

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

Franny Krushinsky

Sustainability and Culinary Manager

Dining Services

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:

22

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

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

Local Food purchasing FY2013-2014:

Outlook Farm \$95,740
Maple Valley \$6,850
Cultivating Solutions (Winter Moon) \$2,843
Sidehill Yogurt \$18,275
Shelterwood \$10,696
Diemand Farm \$1,638
Crescent Creamery \$5,882
Al's Beverages \$26,704
Indigo Coffee \$26,151
Polar \$42,315
Original Pizza \$33,887
Snow's Ice Cream \$1,583
Black River \$79,254
Local Proteins (beef, pork, chicken) \$15,730
Local, Sustainable Fish \$9,870
Total Local Vendor Food Purchasing: \$337,418

Local via US Foods:

Guida Milk \$16,272.54
Cage Free Eggs \$74,342.39
Carla's Pasta \$2,498.45
Stonyfield Yogurt \$4,767.21
Ken's products \$23,006.93
Hood products \$490.14
David's Cookies \$10,210.32
Signature Breads \$10,090.77
House Foods Tofu \$11,592.32
Old Neighborhood \$11,592.32
Hershey \$12,527.93
Lactaid \$3,636.39
Kontos \$4,443.77
Seafood (Monterey Watch List/Marine Stewardship) \$72,483.15
Total local US Foods purchases: \$257,168.51

Total sustainable purchases: \$634,536.51

Total Food budget: \$2,909,570

% Local: 22%

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:

Dining services tracks food that is locally grown or processed within 150 miles and environmentally beneficial foods which are organic, hormone or antibiotic free, and humane foods which are cage-free or fair trade.

As a member of CISA (Community in Support of Agriculture), a national organization that supports collaboration of local farmers with local institutions and restaurants, the college supports local farmers and spreads awareness of the importance of buying locally. Smith purchases cage-free eggs and fair trade/organic/kosher coffee from Indigo Coffee Company in nearby Florence, MA. Dairy products are purchased from Guida Dairy in New Britain, CT, which come from cows that do not receive artificial growth hormones.

Local, seasonal produce comes from local farmers as much as possible, given the quantities we must obtain. The majority of local produce comes from Outlook Farm in Westhampton, MA, where Dining Services has been purchasing apples for the past 60 years. What Outlook Farm cannot provide at their farm, they purchase from other local farmers and deliver to Smith twice weekly.

The Five College food service directors meet monthly to discuss ways to incorporate sustainable practices into their daily operations and explore new ways to work together in purchasing more locally grown products.

Black River Produce, located in Southern Vermont, is our other source for locally-grown produce. They provide a list of current, locally grown products and note on their delivery invoices what is locally grown.

In 2008-09, Dining Services began purchasing local honey for dining rooms from Apex Orchards in Shelburne Falls, MA.

During February and March, winter vegetables such as carrots, parsnips, radishes, and beets are delivered to campus by bike from Hadley, MA.

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

Invoices, Vendor reports

Total annual food and beverage expenditures:

2,909,570 US/Canadian \$

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

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

Has the institution achieved the following?:

| | Yes or No |
|--|------------------|
| Fair Trade Campus, College or University status | No |
| Certification under the Green Seal Standard for Restaurants and Food Services (GS-46) | No |
| Marine Stewardship Council (MSC) certification | No |
| Signatory of the Real Food Campus Commitment (U.S.) | No |

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

Smith now hosts a Slow Foods Chapter on campus. Slow Food is a global, grassroots organization with more than 150,000 members and 2,000 food communities throughout 150+ countries.

Slow Food USA, a national association of Slow Food, has 175 local and campus chapters that coordinate local activities, projects and events to preserve and cultivate the importance of local foods, community action, and education.

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

<http://www.smith.edu/diningservices>

Low Impact Dining

Responsible Party

Franny Krushinsky

Sustainability and Culinary Manager

Dining Services

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:

19.50

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

Vendor Invoices & Reports

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"):

Smith Dining offers vegan and vegetarian meals three meals a day, seven days a week. One of our dining locations (Gillett) is dedicated to vegan cuisine and provides multiple options every day.

This spring semester (spring 2015) we have begun a series of Meatless Mondays, where several student dining locations across campus go meatless for a meal. Smith Dining Services has also committed to a meatless Earth Day 2015 at the majority of dining facilities.

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

More pasta, beans, and veggie burgers are being served at various locations across campus.

Each year Dining Services hosts Local Food Dinners, where all 11 of our student dining halls feature dinners made from locally sourced proteins and vegetables. This year's Local Food Dinner took place on February 10, 2015.

Featured farms were:

Misty Knolls Chicken, New Haven, Vt

Winter Moon Roots, Hadley, Ma

Swaz Potatoes, Hatfield, Ma

Outlook Farm, Westhampton, Ma

Czajkowski Farm, Hadley, Ma

Maple Valley Creamery, Hadley, Ma

This year Dining Services has also begun Northeast Catch of the Week. Through this program a local fish dinner is served at our pescetarian dining hall, Morrow-Wilson, on one Friday each month. These fish are caught off the coast of Massachusetts, or from a riverculture site in Massachusetts, and include hake, cod, barramundi, and haddock.

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

<http://www.smith.edu/diningservices/>

Annual dining services expenditures on food:

2,909,570 US/Canadian \$

Annual dining services expenditures on conventionally produced animal products:

569,140 US/Canadian \$

Annual dining services expenditures on sustainably produced animal products:

29,000 US/Canadian \$

Energy

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

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

| |
|-----------------------------|
| Credit |
| Building Energy Consumption |
| Clean and Renewable Energy |

Building Energy Consumption

Responsible Party

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

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 | 485,287.29 <i>MMBtu</i> | 338,428.91 <i>MMBtu</i> |

Purchased electricity and steam:

| | Performance Year | Baseline Year |
|-----------------------------------|------------------------|------------------------|
| Grid-purchased electricity | 24,591.70 <i>MMBtu</i> | 82,125.13 <i>MMBtu</i> |
| District steam/hot water | 0 <i>MMBtu</i> | 0 <i>MMBtu</i> |

Gross floor area of building space::

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

| | | |
|-------------------------|------------------------------------|------------------------------------|
| Gross floor area | 2,915,997 <i>Gross Square Feet</i> | 2,775,997 <i>Gross Square Feet</i> |
|-------------------------|------------------------------------|------------------------------------|

Floor area of energy intensive space, performance year::

| | Floor Area |
|-------------------------------------|---------------------------|
| Laboratory space | 82,181 <i>Square Feet</i> |
| Healthcare space | 12,611 <i>Square Feet</i> |
| Other energy intensive space | |

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

| | Degree Days |
|----------------------------|--------------------|
| Heating degree days | 6,721 |
| Cooling degree days | 717 |

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:

Oldest data available, attempting to have consistent baseline throughout report

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

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

Over 1600 screw in (medium base) lamps deployed in the last 3 years. Several hundred recessed LED fixtures install since 2010. Approx. 900 T-10 LED tube lamps installed FY13/14.

LED exit signs were installed in John M. Green Hall. They had to be custom ordered because these signs were built into the existing millwork in an architecturally-sensitive location

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

Approx. 10% of space has occupancy sensors.

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

NA

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

NA

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

3.5 MegaWatt Solar Centaur 40 gas combustion turbine that supplies all of Smith's heat and a large portion of its electricity.

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

Most recently retro commissioning approx. 1,300,000 gsf in 12 buildings FY 13/14

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

Automated logic building controls in approx. 2/3's gsf. Electric and water meters in approx. 2/3's gsf. Gas meters in all buildings with gas. Steam and Chilled water meters in 20% gsf.

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

Smith College encourages the use of "Energy Star" appliances and purchases them for its operations.

Energy Star Policy:

<http://www.smith.edu/green/docs/EnergyStarPolicy06-18-10.pdf>

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

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

Vending machines must be Energy Star.

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

Smith College has an MOU with National Grid, its electricity supplier, to reduce consumption by 15% over 3 years.

Students, faculty and staff changed the settings on their computers in order to save energy in The Million Monitor Drive campaign. Each individual contribution added up to savings of \$60,000 and 520 tons of carbon dioxide each year.

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

http://www.smith.edu/green/operations_energy.php

Responsible Party

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

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.

Submission Note:

The Field Station solar data is collected on a calendar year basis. Because of this, the data reflected here is from January 1, 2014, through December 31, 2014.

Campus Center:

<http://www.smith.edu/newsoffice/releases/NewsOffice09-056.html>

Indoor Track & Tennis (ITT) facility and Ford Hall:

<http://www.smith.edu/newsoffice/releases/NewsOffice13-048.html>

Field Station:

<http://solartoday.org/2014/03/smith-college-accepts-the-living-building-challenge/>

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

Clean and renewable energy from the following sources::

| | Performance Year |
|--|------------------|
| <p>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</p> | 44.50 MMBtu |

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

Total energy consumption, performance year:

485,287.29 MMBtu

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

There are four solar panel installations on Smith College Buildings.

Three are on Smith's main campus (Ford Hall, Indoor Track & Tennis (ITT) facility, and the campus Center) which were financed through PPAs. For the second half of the twenty year contract Smith will purchase the green attributes of the power as well. At this time these are not included in the total MMBtu's of clean and renewable electricity generated on-site.

The fourth installation is at the Archibald MacLeish Field Station. The College has retired the RECs for this project, a 9.4kW array. This array is the only one included in the above total MMBtu's. The Field Station solar data is collected on a calendar year basis. Because of this, the data reflected here is from January 1, 2014, through December 31, 2014.

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

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

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

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

http://www.smith.edu/green/energy_solar.php

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

Bob Dombkowski

Supervisor- Grounds Section
Facilities

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).

Submission Note:

The footprint of the campus' buildings includes parking lots and sidewalks, as those areas on not applicable to IPM management practices.

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

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

| | Area |
|--|-------------|
| Total campus area | 180 Acres |
| Footprint of the institution's buildings | 25 Acres |
| Area of undeveloped land, excluding any protected areas | 50 Acres |

Area of managed grounds that is::

| | Area |
|--|-------------|
| Managed in accordance with an Integrated Pest Management (IPM) Plan | 40 Acres |
| Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined | 0 Acres |
| Managed organically, third party certified and/or protected | 0 Acres |

A copy of the IPM plan:

The IPM plan :

Monitoring of turf and ornamental, controlling pests and weeds only when necessary, and using the safest products we can find.

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

Sustainability is a major factor in choosing products for our grounds maintenance

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

appropriate plants, and controls and manages invasive species:

We currently have an invasive species plan reported on a yearly basis to the Cons Commission. Areas designated along the Mill River water way are inspected and invasive plants are removed.

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

All leaf matter is collected and composted. Brush and trimmings are chipped and stock piled, wood debris is collected and used for fire wood.

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

College compost is added to loam and used in turf repairs around campus.

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

Smith is constantly looking for the most environmentally friendly products to use. The college recently switched to Acelepryn for insect control and is a long-time user of Poly-On, a nonleaching Nitrogen formula. Smith also uses local nondyed bark mulch in its plant beds and itsown compost in garden areas. Smith composts horse manure and bedding from the equestrian barn as well as food waste from the kitchens.

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

Water infiltration systems are installed across campus to mitigate storm-water surge. Smith uses water from Mill River for irrigation to reduce potable water use. Invasive plants along the Mill River water way are removed.

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

The need for sand has been greatly reduced by using an organic pre-treatment for snow and ice. Snow piles are removed to an off-campus location and that reduces snow melt into the river.

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

The campus was recently accredited as an Arboretum under Morton Arboretum Arb Net.

Smith College owns 240 acres in Whately and Conway, Massachusetts. The property is known as the Ada and Archibald MacLeish Field Station. Some 190 acres of hilltop forest land at the field station are permanently protected from development by a Conservation Restriction and are held by the Kestrel Land Trust, a region organization dedicated to conserving the land that sustains the quality of life and ecological integrity of the Connecticut River Valley. The field station is adjacent to and contiguous with nearly 5,000 permanently protected acres in Western Massachusetts, recognized by the Nature Conservancy as a "Resilient Landscape."

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.smith.edu/green/docs/SmithCollegeSCAMP.pdf>

Responsible Party

Reid Bertone-Johnson

Field Station Manager

Landscape Studies

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:

Smith College owns 243 acres in Whately and Conway, Massachusetts. The property is known as the Ada & Archibald MacLeish Field Station. 190 acres of the field station are permanently protected from development by a Conservation Restriction held donated by the College to the Kestrel Land Trust (Amherst, Mass.). The field station is adjacent to and contiguous with nearly 5000 permanently protected acres in Western Massachusetts, recognized by the Nature Conservancy as a "Resilient Landscape." Massachusetts Fish and Wildlife manages property to the East of MacLeish, and the Northampton Department of Public Works manages directly adjacent lands to the West as a watershed protection zone. Beyond the Northampton Watershed lands, there is contiguous State Forest land in the towns of Williamsburg, Whately, and Conway. These acres consist largely of mixed deciduous and evergreen forest, oldfield, and some active pasture and hayfield.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with

habitats on institution-owned or –managed land?:

No

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

Yes

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

We conducted surveys of the wetlands near the site of our Bechtel Environmental Classroom - the fifth fully certified Living Building in the world. The surveys located the wetlands and ensured that the building site was beyond the requisite buffer zone of 100' from the wetlands.

The field station has several vernal pools, two of which have undergone the certification process overseen by the Massachusetts Department of Conservation and Recreation, which carries with it building and development restrictions. The remaining vernal pools are within the permanently protected 190 acres of land.

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

Though the species for such priority habitat zones are not advertised so as to protect them from poachers, we believe that our priority habitat zone is associated and an endangered salamander known as the Jefferson Salamander.

Salamander eggs and calling (mating) Spring Peepers are among the obligate species for vernal pool identification.

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

The Smith Campus is an arboretum, a living museum of woody plants, documented and labeled for educational purposes.

The MacLeish Field Station owned by the college in Whately, Mass was dedicated in May 2008. The mission of the field station is to foster field-based education and research that promotes environmental study and experiential learning in a forested and agricultural landscape. This 190-acre site is a patchwork of protected forest and farmland located adjacent to the City of Northampton's primary drinking water reservoir.

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

http://www.smith.edu/green/about_macleish.php

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

Barbara Pliska

Information Technology Services
Computer Resource Manager

Criteria

Part 1

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

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

Part 2

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

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

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

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

Yes

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

The electronics purchasing policy, directive, or guidelines :

All campus-standard Dell and Apple computers purchased by ITS and sold by the Smith College Computer Store meet the ePEAT* Gold standard, the RoHS** standard, and the Energy Star 5.2 standard.

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

All campus-standard Dell and Apple computers purchased by ITS and sold by the Smith College Computer Store meet the ePEAT Gold standard, the RoHS standard, and the Energy Star 5.2 and 6 standard.

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

Yes

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

| | Expenditure Per Level |
|---------------------|------------------------------|
| EPEAT Bronze | 0 US/Canadian \$ |
| EPEAT Silver | 0 US/Canadian \$ |
| EPEAT Gold | 850,000 US/Canadian \$ |

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

850,000 US/Canadian \$

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

<http://www.smith.edu/its/green/index.html>

Cleaning Products Purchasing

Responsible Party

Brett McGuinness

Assistant Manager

Building Services

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
-

Submission Note:

Expenditures on cleaning products are conservative estimates.

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

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

Yes

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

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

We currently use cleaning chemicals that meet or exceed Green Seal guidelines or are certified for cleaning the majority of areas that do not require disinfecting, such as offices, common spaces and classrooms.

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

Smith began a transition to green cleaning products in 2004. Since then, staff have tested more products and is using them in increasing quantities. We currently use cleaning chemicals that meet or exceed Green Seal guidelines or are certified for cleaning the majority of areas that do not require disinfecting, such as offices, common spaces and classrooms.

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:

20,000 US/Canadian \$

Total expenditures on cleaning and janitorial products:

90,000 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?:

Yes

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

Smith began a transition to green cleaning products in 2004. Since then, staff has tested more products and is using them in increasing quantities. Smith currently uses cleaning chemicals that meet or exceed Green Seal guidelines or are certified for cleaning the majority of areas that do not require disinfecting, such as offices, common spaces and classrooms. As the collegereplaces floor cleaning equipment (auto-scrubbers and carpet cleaners) it is purchasing items that are industry certified as "green machines," which means that they use 70 percent less water than traditional models. Ford Hall (Smith's new LEED Gold science and engineering building) is cleaned with comprehensive "green cleaning" processes, equipment, chemicals and floor sealers.

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:

http://www.smith.edu/green/operations_maintenance.php

Office Paper Purchasing

Responsible Party

Linda Hiesiger

Procurement/ Auxiliary Services Director
Purchasing

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.

Submission Note:

Information compiled from office supply vendor report

"---" 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:

[PaperPurchasingPolicy7-23-09.pdf](#)

The paper purchasing policy, directive or guidelines:

Smith College Copier and Printer Paper Purchasing Policy (Approved July, 2009)

Preamble

Smith College recognizes that the sourcing and transportation of paper involves unnecessary impact to the climate and ecosystems. This policy has been developed to:

- raise awareness of these issues within the campus community
- reduce the use of copier and printer paper
- reduce the use of all types of paper for general communication within the college

[STARS Reporting Tool](#) | [AASHE](#)

- reduce the impact of the paper that is used

Implementation of this policy will have environmental and financial benefits.

Policy

- All paper used for copiers and printers on campus will contain at least 30% post-consumer recycled content. (This is consistent with state and federal paper procurement guidelines). Nonrecycled content should be sourced from Forest Stewardship Council certified sustainably managed forests (or equivalent).
- All offices and departments will purchase paper that meets or exceeds this standard.
- The WB Mason purchasing website will be modified such that only printer and copier paper that meets this standard is available via the Smith College account.
- We recommend that paper be purchased via the WB Mason website rather than having individual departments purchase paper from off-campus retailers e.g. Staples, often at additional expense, labor and carbon emissions.

Any printing and copying equipment purchased or leased by the college should be capable of utilizing paper that meets the above standard.

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

All paper used for copiers and printers on campus contain at least 30% post-consumer recycled content, consistent with state and federal paper procurement guidelines. Norecycled content should be sourced from Forest Stewardship Council certified sustainably managed forests (or equivalent).

All Smith College offices and departments will purchase paper that meets or exceeds this standard. The website of WB Mason, the college's primary office supplier, is modified so that only printer and copier paper that meets this standard is available via the Smith account. It is recommended that paper be purchased through the WB Mason website rather than having individual departments purchase paper from off-campus retailers such as Staples, often at additional expense, labor, and carbon emissions.

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 | 50.46 <i>US/Canadian \$</i> |
| 30-49 percent | 59,545.24 <i>US/Canadian \$</i> |
| 50-69 percent | 223.96 <i>US/Canadian \$</i> |
| 70-89 percent (or FSC Mix label) | 989.59 <i>US/Canadian \$</i> |

90-100 percent (or FSC Recycled label)

201.95 *US/Canadian \$*

Total expenditures on office paper :

62,867.42 *US/Canadian \$*

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

<http://www.smith.edu/green/docs/PaperPurchasingPolicy7-23-09.pdf>

Inclusive and Local Purchasing

Criteria

Part 1

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

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

Part 2

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

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

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

Life Cycle Cost Analysis

Criteria

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

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

Guidelines for Business Partners

Criteria

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

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

And/or

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

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

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

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

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

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

Transportation

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

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

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

Responsible Party

Bob Dombkowski

Supervisor- Grounds Section
Facilities

Criteria

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

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

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

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

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

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

Total number of vehicles in the institution's fleet :

74

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

| | Number of Vehicles |
|--|--------------------|
| | |

| | |
|---|----|
| Gasoline-electric, non-plug-in hybrid | 2 |
| Diesel-electric, non-plug-in hybrid | 0 |
| Plug-in hybrid | 0 |
| 100 percent electric | 1 |
| Fueled with compressed natural gas (CNG) | 0 |
| Hydrogen fueled | 0 |
| Fueled with B20 or higher biofuel for more than 4 months of the year | 20 |
| 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:

To mitigate fleet impacts, the college has introduced a Honda Civic hybrid and Toyota Prius into the fleet and replaced a number of larger vans with smaller Toyota vans that yield higher gas mileage. Since 2007, our diesel vehicles use B20 bio-diesel, a mix of 20 percent bio-diesel and 80 percent petroleum diesel fuel. This alternate fuel source reduces engine wear and also produces less carbon monoxide, particulate matter and hydrocarbons.

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

http://www.smith.edu/green/operations_transportation.php

Student Commute Modal Split

Responsible Party

Deirdre Manning

Environmental Sustainability Director
Office of Environmental Sustainability

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:

With very few exceptions, all of Smith's undergraduate students live on campus.

Smith has approximately 100 graduate students that commute using an unknown method- they may be driving alone and parking at metered parking near campus, or may live near campus and walk, bike, or use public transportation.

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

Total percentage of students that use more sustainable commuting options:

88.10

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) | 6.70 |
| Walk, bicycle, or use other non-motorized means | 88.10 |
| Vanpool or carpool | 0 |
| 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:

Parking permit sales to students compared with full-time equivalent enrollment, residential students, and study abroad students to discern the percentage of the students that commute with the only driver in the vehicle.

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

http://www.smith.edu/green/operations_transportation.php

Employee Commute Modal Split

Responsible Party

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

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

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

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

21.80

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) | 69 |
| Walk, bicycle, or use other non-motorized means | 6.80 |
| Vanpool or carpool | 10 |
| Take a campus shuttle or public transportation | 5 |
| Use a motorcycle, scooter or moped | 0 |
| Telecommute for 50 percent or more of their regular work hours | --- |

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

A statistically significant number of employees were polled in a survey in 2009 about their commuting habits and the distance they live from campus. This allowed us to establish on average how far staff and faculty are commuting each day, how many trips they make per week, and their method of commuting. These figures will be utilized until a new survey is issued within the next few years.

Parking permits records were also analyzed to see what types of permits were sold. Smith tracks carpool permits and issues "Opt-Out" permits to employees that get to campus using alternative transportation.

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

Support for Sustainable Transportation

Responsible Party

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

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:

Smith College supports the use of bicycles by students, faculty and staff for traveling to and around the college campus. In order to ensure a safe and productive bicycle environment, a Bicycle Policy has been established for our community. There are bike racks outside nearly every building on campus.

The gym offers shower facilities, lockers, and outdoor bike racks, and is available to students, faculty, and staff. Ford Hall also has outdoor bike racks, lockers, and shower facilities. Lockers for commuters are also available in the Campus Center.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Nearly every building on campus has a bike rack outside of it, which ensures that there are bike racks within 50 feet of all occupied, non-residential buildings. All residence halls have indoor long term bike storage available on lower levels.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

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

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

Yes

A brief description of the bicycle sharing program:

Smith College's bicycle-sharing program comes in the form of the student organization The Bike Kitchen. Their most direct mission is to provide the college with bicycle rentals and bike maintenance education. They not only provide bikes to members of the community but also help people learn how to fix their own bikes so that students do not have to rely on bike maintenance services elsewhere.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

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

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

Smith (in cooperation with Amherst, Mount Holyoke, and Hampshire colleges and the University of Massachusetts at Amherst) subsidizes the Pioneer Valley Transit Authority, which provides transit service among the Five College”campuses and bordering communities. Smith students, faculty and staff may ride PVTA buses that connect the five campuses free of charge during the academic year.

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

Yes

A brief description of the GRT program:

Carpoolers, parking opt-out sticker holders, bicyclists and PVTA riders can participate in the MassRIDES Emergency Ride Home Program. Situations that are considered "emergencies" by the ERH program include:

- unexpected personal illness / emergency
- unexpected family illness / emergency
- carpool/vanpool driver has emergency

Participants in need of an emergency ride home arrange for a ride (taxi, rental car, etc.), submit their receipt, and are reimbursed.

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 UMass Rideshare Program, which Smith participates in, offers a carpool assistance program that lists the names of carpoolers who have similar schedules and routes. The ride-matching form allows you to create an account and submit your information and find commuters in your neighborhood interested in carpooling. This service is open to any Five College employee or off-campus student and is free of charge.

Carpool groups can also participate in Smith's parking opt-out program. For example, if three people choose to ride together in one individual's car, that individual would purchase a parking decal from Smith College. The other two individuals would receive a parking opt-out decal for their cars, as well as a financial incentive (\$400 or \$150 dollars depending on how far they live from campus), which they would then share with their carpool driver. The two individuals with opt-out decals would also receive a small number of one-day parking passes for the year through which they could park their car on campus if they could not participate in the carpool that day. This allows for flexibility within the carpool for emergencies and provides additional financial incentive.

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:

Smith has partnered with Zipcar to offer the campus community an alternative to car ownership since August 2006. This program gives students another reason to avoid bringing a car to campus. Additionally, first year students are not allowed to have cars on campus, so this helps support the ZipCar program.

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

No

A brief description of the electric vehicle recharging stations:

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

No

A brief description of the telecommuting program:

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

No

A brief description of the condensed work week program:

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

No

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

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

Yes

A brief description of other sustainable transportation initiatives and programs:

Smith's parking opt-out program pays eligible employees to travel to and from work without driving a single-occupant (SOV) vehicle. The opt-out program is a voluntary program to encourage faculty and staff to find alternate ways to commute, such as carpooling, ridesharing, bicycling, walking and public transit. The college offers a two-tiered payment system. Under the terms of the program, employees receive an opt-out payment of \$150 per year for choosing to leave their car at home and live within a one mile radius from the center of campus. For those living outside of the one-mile radius, a payment of \$400 will be given. Participants will also be provided with free passes that will allow 18 days of campus parking each year for those days when a car is needed.

First-year students are prohibited from bringing their vehicles to campus. Any first-year student found in violation of this policy will be referred to the Smith College Judicial Board. A very limited number of permits are available for non-first-year undergraduates on a first-come, first-serve basis.

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

http://www.smith.edu/campuspolice/parking_optout.php

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

Bob Dombkowski

Supervisor- Grounds Section
Facilities

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

The large jump in compost tonnage from FY05 to FY13 is due to Smith starting an internal composting program for the manure from its horse stables.

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

Waste generated::

| | Performance Year | Baseline Year |
|--------------------------------------|------------------|---------------|
| Materials recycled | 345.28 Tons | 301.79 Tons |
| Materials composted | 1,473.66 Tons | 68.58 Tons |
| Materials reused, donated or re-sold | 36.98 Tons | 0 Tons |

| | | |
|--|--------------------|----------------------|
| Materials disposed in a solid waste landfill or incinerator | 560.57 <i>Tons</i> | 2,128.88 <i>Tons</i> |
|--|--------------------|----------------------|

Figures needed to determine "Weighted Campus Users"::

| | Performance Year | Baseline Year |
|--|-------------------------|----------------------|
| Number of residential students | 2,401 | 2,400 |
| Number of residential employees | 6 | 6 |
| Number of in-patient hospital beds | 0 | 0 |
| Full-time equivalent enrollment | 2,966.20 | 2,796 |
| Full-time equivalent of employees | 1,170.44 | 1,128.31 |
| 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, 2012 | June 30, 2013 |
| Baseline Year | July 1, 2004 | June 30, 2005 |

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

Oldest year in STARS baseline year guidelines

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

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

Dining Services uses bulk dispensers to reduce packaging materials in student dining rooms for juices, sodas, ketchup, mustard, mayonnaise and most cereals.

Smith has banned the sale of bottled water across most of the campus. Bottled water is not offered in student dining halls. Catered meals that include water utilize bulk dispensers. Bottled water can be sold only in the Greccourt Bookstore and Campus Center Cafe, but must be a brand that is sourced from within a 500 mile radius.

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

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

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

There is no free printing for students in any computer labs/libraries.

Dining Services has installed computers in all the kitchens to speed up communication and cut down on paper usage.

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

During move-in, there are programs to share used furniture so that students don't have to buy new, and Facilities works to collect all the cardboard for recycling.

During move-out, the Grounds team send out a truck to "harvest" the recycling that is put out by students, and Facilities Management typically schedules an early clean-out event. Students who bring out a bag of paper for recycling or clothing for donation receive a reward for their efforts.

The Lewis Global Studies Center also collects winter clothing items from international students who do not need these items in their home country, and would otherwise be throwing the clothing out, and offers them to other students who need winter wear the following year.

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

All furniture is recycled through IRN (Institutional Recycling Network). Smith prefers re-use over recycling, and works to re-use furniture, even if it has a higher monetary value for recycling.

A brief description of any food waste audits employed by the institution:

Eco-Reps and Green Team members have performed highly visible waste audits on the Chapin Lawn during Earth Week for the past several years to illustrate to students just how much compostable and recyclable material they are throwing away and to encourage reduction of waste overall.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of
[STARS Reporting Tool](#) | [AASHE](#)

kitchen food waste, prep waste and spoilage:

Dining Services encourages chefs to batch cook and cut down on food waste. Extra food is used creatively on the salad bar or incorporated into new dishes.

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

All sit-down dining halls on campus have always been trayless as standard practice.

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):

For the past five years, at Central Check-In, which opens the academic year, Dining Services has distributed to students insulated plastic mugs with lids for hot beverages or soups as well as reusable Nalgene and aluminum water bottles. Dining Services discontinued bottled water at the "Grab and Go" dining location and installed additional water spigots. The college encourages students to bring their reusable water bottles to this and other dining locations to fill up. Dining Services purchased and distributed recyclable, "to go" tote bags in 2012 and 2103 for the students to use & reuse for their "grab & go" items.

Dining Services eliminated the use of all "to go" paper and plasticware in their other residential dining locations and encourages students who need to take an occasional meal with them to bring their own "meal-sized" container.

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):

Regular china, flatware and glasses are used in the dining rooms because they can be washed and reused. Many catered events also use china, flatware, and glasses, which are washed and reused. Both the Center for Community Collaboration and the Center for the Environment, Ecological Design and Sustainability have purchased their own reusable dining ware, which is washed and reused when hosting lunches and other events where food is served.

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:

In both of the to-go dining halls on campus, students are required to bring their own reusable mugs, as none are provided. At the Campus Center Cafe, customers may fill their own mug with ice water or hot water free of charge, and receive a discount on other beverages for having their own reusable cup/mug. Students are encouraged to use their own containers and hot/cold plastic reusable cups if they wish to take food or beverages out of the dining rooms.

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

Dining Services has produce delivered in heavy-duty cardboard boxes that are returned to them for reuse. Reusable cleaning cloths have replaced disposable ones in the dining rooms and kitchens.

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

<http://www.smith.edu/news/2010-11/images/trashlarge.jpg>

Waste Diversion

Responsible Party

Bob Dombkowski

Supervisor- Grounds Section
Facilities

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

Performance year is July 1, 2012 to June 30, 2013.

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

Materials diverted from the solid waste landfill or incinerator:

1,855.92 Tons

Materials disposed in a solid waste landfill or incinerator :

560.57 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:

Smith's long history of recycling speaks to its consistent concern about the environmental impact of its operations, even before similar campus programs did not exist. Since 1990, Smith has expanded its recycling program to a robust campuswide system in every student house, public space and office.

Eco-Reps inform fellow housemates about the importance of composting and how to properly compost on campus. During the 2013-2014 academic year, once a month they acted as "compost fairies" by dressing in fairy costumes to attract attention and standing by the compost buckets in dining halls to inform students as what can/cannot be composted.

In managing its surplus property, Smith has a preference for re-use over recycling and donates materials via the Institutional Recycling Network (IRN).

Programs to reduce bottled water consumption on campus have contributed to a significant reduction in bottles and cans recycling as there are now less single-use plastic bottles on campus. Bottled water is largely banned from being sold on campus and is only available

at retail locations and vending machines.

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

At least twice a year, before winter break and before summer vacation, Smith College Dining Services donates all leftover, perishable food to the local food bank (the Western Mass Food Bank).

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

Smith College has both pre-consumer and post-consumer food composting at 100 percent of its student dining halls (which excludes our retail operation - the Campus Center Cafe). Two student housing co-ops on campus (which house about 20 students each) prepare their own meals and also collect both pre- and post-consumer food waste, which is collected by the Facilities Management department and delivered to a farm in Westhampton, Massachusetts where it is composted in windrows.

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

Smith College has both pre-consumer and post-consumer food waste composting at 100% of student dining halls. At the Campus Center Cafe, Smith's retail operation, there is pre-consumer food waste composting.

Two student housing co-ops on campus (which house about 20 students each) prepare their own meals and also collect both pre and post consumer food waste. The pre and post consumer food waste is collected by our Facilities department and brought to a farm in Westhampton, MA where it is composted in windrows.

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

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

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

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

Horse manure and bedding from Smith's Athletics stables.

Construction and Demolition Waste Diversion

Responsible Party

Peter Gagnon

Capital Construction Director
Facilities

Criteria

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

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

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

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

434.68 Tons

Construction and demolition materials landfilled or incinerated :

78.51 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:

Construction on campus is done to a LEED Silver minimum standard, which ensures that waste is tracked and diverted.

Additionally, Smith contracts require the contractor to meet all state and federal building codes requirements when handling waste materials. In the State of Massachusetts, most of the waste stream legally must be recycled- including C&D waste.

Smith's C&D vendor works to prioritize re-use of materials such as cast iron radiators, boilers, plumbing fixtures, cabinetry, mantles and various architectural pieces. Remaining materials are processed for recycling.

Hazardous Waste Management

Responsible Party

Margaret Rakas

Manager

Inventory and Regulatory Affairs

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Training on resources available (the chemical inventory system; locations for universal waste collection), discussions with faculty along with providing literature on potential substitutions of less hazardous chemicals. By requiring waste handling and safety training of all students, techniques for proper transport and handling are discussed, reducing the potential for spills and ensuring all wastes are properly collected for disposal.

Clark Science Center/Ford Hall maintains a chemical inventory system in order to minimize chemical purchases.

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

Smith College follows Massachusetts Dept of Environmental Protection regulations and only contracts with TSDF vendors who are appropriately trained and resourced to handle our wastes. Training in safety and hazardous waste handling for faculty, staff and students is provided; the Chemical Hygiene Officer and the Health & Safety Coordinator also receive specific, recurrent training and perform outreach to all campus departments.

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

There have been no significant hazardous materials releases at Clark Science Center/Ford Hall in the last 3 years.

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

The Clark Science Center has employed the Vertere Chemical Inventory system since 2003; all faculty and any of their students nominated have free access. It is maintained by the Stockroom personnel and updated frequently as new chemicals arrive and disposal/full use records of current chemicals are received. Stockroom personnel can also access the system to help faculty and students who are unfamiliar with the system locate a chemical.

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):

College-owned obsolete computer equipment (including computers, monitors, printers, peripherals and media) is managed as standard ITS protocol when upgrading computers in offices. After erasing all data from the computer, usable computers are donated to local charities as part of the ITS Town-Gown program.

Items that cannot be donated to local charities are picked up from ITS by Physical Plant and shipped to a computer recycling vendor to be recycled for their scrap value. Computers are collected primarily via ITS, packaged in 1 cu-yrd gaylord shipping boxes, and sent to market via the Institutional Recycling Network.

Batteries are collected from various locations on campus (e.g. the student houses, public safety, a kiosk in the Campus Center, a bin in the gym, etc.) and brought back to EH&S. From there, the batteries are sorted by type, packaged and sent to recycled.

Bulbs are collected by the custodial staff via Northeast Lamp. Toner is recycled primarily via the computer store, though Smith offers other programs for other generators of these materials.

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

Electronic items are recycled by Allied Computer Brokers via the Institutional Recycling Network. ACB is a full service recycler and dismantler. As per their statement of qualifications, "ACB is committed to providing service that not only complies with all state and federal regulations affecting the handling of electronic equipment (particularly cathode ray tubes, or CRTs, which because of their leaded

glass content can be classified as a hazardous waste when discarded), but assures a level of safety and proper handling that goes well beyond compliance.” For example, ACB is committed to ensuring that reusable equipment is marketed only to reputable domestic and pre-qualified international markets, and is not exported for recycling to second- and third-world countries with lax environmental controls.

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

<http://www.science.smith.edu/>

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

Bob Dombkowski

Supervisor- Grounds Section
Facilities

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

Medium to High

Total water use::

| | Performance Year | Baseline Year |
|-----------------|--------------------|--------------------|
| Total water use | 52,742,621 Gallons | 54,968,434 Gallons |

Potable water use::

| | Performance Year | Baseline Year |
|-------------------|--------------------|--------------------|
| Potable water use | 51,550,740 Gallons | 54,938,435 Gallons |

Figures needed to determine "Weighted Campus Users"::

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

| | | |
|--|----------|-------|
| Number of residential students | 2,527 | 2,400 |
| Number of residential employees | 6 | 6 |
| Number of in-patient hospital beds | 0 | 0 |
| Full-time equivalent enrollment | 2,969 | 2,748 |
| Full-time equivalent of employees | 1,100.33 | 1,128 |
| Full-time equivalent of distance education students | 0 | 0 |

Gross floor area of building space::

| | Performance Year | Baseline Year |
|-------------------------|------------------------------|------------------------------|
| Gross floor area | 2,915,997 <i>Square Feet</i> | 2,775,997 <i>Square Feet</i> |

Area of vegetated grounds::

| | Performance Year | Baseline Year |
|--------------------------|-------------------------|----------------------|
| Vegetated grounds | 90 <i>Acres</i> | 90 <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 | June 1, 2005 | June 9, 2006 |

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

Oldest accurate data available

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:

Ford Hall has two cisterns to capture rainwater, with 25,000 gallons and 30,000 gallons capacity and a 5,000 gallon overflow tank. This water is for non-potable uses in the building. This reduced the overall stormwater runoff at the site by 25 percent through the combination of the cistern system and a planted rooftop that encompasses 20,000 square feet.

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

Every occupied building has its own water meter for billing and to track water use.

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

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

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

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

Smith is in the process of installing a new irrigation control system that will use input from moisture sensors in the soil across campus to determine true watering needs.

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

Smith uses water from the Mill River to directly irrigate some of its grounds, reducing the need for potable water.

Ford Hall received the highest possible LEED rating for its water efficiency measures. The building manages water consumption through ultra-low-flow fixtures and use of captured rainwater.

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

Responsible Party

Karl Kowitz

Business Operations Director
Facilities

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:

Smith College works to mitigate storm water runoff through the use of several practices, including infiltration systems, detention systems, a green roof, and capturing rain water for re-use.

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? :

No

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

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

Ford Hall has two cisterns to capture rainwater, with 25,000 gallons and 30,000 gallons capacity and a 5,000 gallon overflow tank. This water is for non-potable uses in the building. This reduced the overall storm water runoff at the site by 25 percent through the combination of the cistern system and a planted rooftop that encompasses 20,000 square feet. The cistern system is not metered.

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

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

Most of the planted roof on top of the newly constructed Ford Hall – about 19,000 square feet, located 65 feet above the sidewalk – supports various species of sedum, leaf succulents that have water-storing leaves.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Ford Hall construction incorporates porous paving in its building design and site.

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:

There are several storm water infiltration systems on campus (Parking garage, Campus Center, Smith's synthetic turf field, Smith's fitness center, Conway House, West Street Public Parking) designed to capture storm water surge and release it slowly over time.

A brief description of any bioswales on campus (vegetated, compost or stone):

Ford Hall incorporated vegetated swales in its construction of the site.

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

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

<http://www.smith.edu/newsoffice/releases/NewsOffice10-038.html>

Wastewater Management

Responsible Party

Karl Kowitz

Business Operations Director
Facilities

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*.

Submission Note:

Smith College's wastewater is processed by the City of Northampton Waste Water Treatment Plant.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

| |
|-----------------------------|
| Credit |
| Sustainability Coordination |
| Sustainability Planning |
| Governance |

Sustainability Coordination

Responsible Party

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

Criteria

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

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

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

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

Yes

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

The Committee on Sustainability identifies, implements and evaluates approaches for increasing Smith's commitment to sustainability in all areas of the campus, including, but not limited to, construction, transportation, materials and energy use, waste management, purchasing, investment and the campus curriculum. It seeks to maintain a holistic perspective focused on systemic changes and institutional transformation to aid the college in achieving the greatest efficiencies in natural resource use and pollution prevention.

The Office of Campus Sustainability has recently undergone some major changes. Dano Weisbord has returned in the summer of 2014 as the Director of Sustainability and Space Planning, and Emma Kerr came on in the fall of 2014 as the Campus Sustainability Coordinator, a newly created position. The Office of Campus Sustainability works to integrate environmentally sustainable practices into Smith's institutional operations. The office works with the Committee on Sustainability to develop campus policy, and oversee the Eco Rep program in Smith's student houses. The office also cooperates with Facilities Management and other campus organizations to develop and implement key operational initiatives. Co-located with the Center for the Environment, Ecological Design and Sustainability and the Environmental Science and Policy, Office of Campus Sustainability also works to connect campus operations with student learning.

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:

The Committee on Sustainability is concerned with the best long-term use of finite natural resources and the college's impact on the local, regional and global environment.

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

Judith Cardell, Engineering (chair)
Alison Grady '15
Julia Graham '16
Najwa Alsheikh ('AC)
Mehammed Mack, French Studies
Jon Caris, Environmental Science and Policy
Franny Krushinsky, Dining Services
Michael Lane, Facilities Management
Denise McKahn, Engineering
Dano Weisbord, Director of Sustainability and Space Planning
Leslie King, Sociology
Emma Kerr, Campus Sustainability Coordinator

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

http://www.smith.edu/green/sustainability_committee.php

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Office of Campus Sustainability is made up of Dano Weisbord, Director of Campus Sustainability and Space Planning, Emma Kerr, Campus Sustainability Coordinator, and Sara Kirk, administrative assistant (0.3 FTE). The Office of Campus Sustainability works to integrate environmentally sustainable practices into Smith's institutional operations. The office works with the Committee on Sustainability to develop campus policy, and oversee the Eco Rep program in Smith's student houses. The office also cooperates with Facilities Management and other campus organizations to develop and implement key operational initiatives. Co-located with the Center for the Environment, Ecological Design and Sustainability and the Environmental Science and Policy, Office of Campus Sustainability also works to connect campus operations with student learning.

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

2.30

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

<http://www.smith.edu/green/sustainability.php>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Dano Weisbord, Director of Campus Sustainability and Space Planning; Emma Kerr, Campus Sustainability Coordinator

A brief description of each sustainability officer position:

Dano Weisbord, Director of Campus Sustainability and Space Planning:

The Director of Campus Sustainability and Space Planning is responsible for the college's sustainability planning, designing goals and strategies that reflect the college's commitment to environmental sustainability. Works with departments, programs and committees to promote a culture of environmental sustainability and shared commitment to achieving Smith's climate action management plan.

The director leads and advocates for integration of sustainable principles and practices with campus space programming and management. Takes an integral role in campus planning, collaborating on plan development and carrying out strategies that aim for optimal and efficient use of campus buildings. Engages in building programming and space management, working closely with facilities management and architectural firms, and provides expertise to administrators, committees, and departments.

Emma Kerr, Campus Sustainability Coordinator:

Align the culture, operation and conduct of Smith College with the principles of sustainable development in collaboration with the Committee on Sustainability, Center for the Environment, Ecological Design and Sustainability (CEEDS), Residential Life, the Environmental Science and Policy program, Facilities Management, Dining Services and other campus stakeholders by developing and implementing initiatives that promote a sustainable campus culture among students, faculty and staff, link student learning opportunities to operational environmental challenges, and improve the environmental performance of campus operations.

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

<http://www.smith.edu/news/seeing-green-an-interview-with-the-director-of-campus-sustainability/>

Responsible Party

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

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) | No | No |
| Campus Engagement | Yes | Yes |
| Public Engagement | No | No |
| Air and Climate | Yes | Yes |
| Buildings | Yes | Yes |
| Dining Services/Food | Yes | Yes |
| Energy | Yes | Yes |
| Grounds | No | No |
| Purchasing | Yes | Yes |
| Transportation | Yes | Yes |
| Waste | Yes | Yes |
| Water | Yes | Yes |
| Diversity and Affordability | No | No |
| Health, Wellbeing and Work | No | No |
| Investment | No | No |

Other

No

No

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

Smith College's Sustainability and Climate Action Plan (SCAMP) includes plans for academic and co-curricular integration: "Institutions of higher learning should lead the way toward more effective environmental stewardship by promoting environmental literacy; cultural and scientific appreciation of the natural world; and sustainable practices in their curricula, campus designs and operations, and interactions with the broader world."

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

The document was written in 2009, with short term goals to be completed by 2015. The short term goals listed below have largely been completed.

Near-term goals by 2015:

- Establish a major in Environmental Science and Policy (ES&P) with 20-30 majors graduating each year.
- Strengthen the existing Landscapes Studies minor with 15-20 minors graduating each year
- Create a fully funded and operational CEEDS.
 - Create an environmental concentration under the auspices of CEEDS
- Provide adequate staffing in ES&P and LSS to support these initiatives
- Expand environmental offerings throughout the curriculum
 - Create environmentally-oriented courses in all three academic divisions
- Increase study-away opportunities
 - Increase the number of students participating in environmentally oriented study abroad experiences (programs, internships)

Long term goals include:

- Increase demand for Smith graduates by environmental organizations.
- Enhance Smith College's reputation as a place to study the environment.
- Establish Smith College as a national presence in the media, policy and among non-profit and research organizations.

The long term goals will be measured by looking at various metrics including number of successful applicants to environmental graduate programs, number of successful graduating job seekers, number of 5-year alumnae in environmental fields, and number of 5-year alumnae who completed the environmental concentration and articulate clearly the benefits of their integrative education as key to personal fulfillment.

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

Spacial Analysis Lab, Environmental Science & Policy, Center for the Environmnet, Ecological Design & Sustainability

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

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

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

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

Ingrained in Smith's Sustainability and Climate Action Plan (SCAMP) are lists of projects for students and faculty to engage in revolving around the sustainability goals of the college. In cooperation with CEEDS, ES&P and other academic departments, these projects will become integral to student learning.

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

Projects for students and faculty to engage in include but are not limited to: -Energy audit of College Hall

- Design/implementation of conservation programs
- Campus-wide and house-to-house energy competitions
- Continued maintenance, validation and improvement of the building energy model portfolio
- Upgrading the biannual transportation survey to improve response rate and data quality.
- Survey students on car/bike usage at Smith
- Development of survey instruments or other methods for analyzing student water use
- Analysis of water use within specific buildings or departments
- Development of communication and/or educational materials on water use
- Development of social marketing campaigns within student housing
- Review of existing report on environmental impacts of using the Mill River for irrigation
- Development of cost benefit analysis of proposed irrigation project
- Environmental life-cycle analysis of proposed irrigation project
- Development of survey instruments or other methods for analyzing student water use
- Analysis of water use within specific buildings or departments
- Development of communication and/or educational materials on water use
- Development of social marketing campaigns within student housing
- Review of existing report on environmental impacts of using the Mill River for irrigation
- Development of cost benefit analysis of proposed irrigation project
- Environmental life-cycle analysis of proposed irrigation project
- Energy audit of College Hall
- Design/implementation of conservation programs
- Campus-wide and house-to-house energy competitions
- Continued maintenance, validation and improvement of the building energy model portfolio

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

Environmental Science & Policy, Center for the Environment, Ecological Design & Sustainability, Office of Campus Sustainability

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

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

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

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

In November 2007, Smith President Carol Christ signed the American College and University Presidents' Climate Commitment (ACUPCC). Signing the commitment pledges the college to:

- measure our greenhouse gas emissions, and
- create a climate action plan with a target date for becoming a carbon neutral campus.

Carbon neutrality is defined by ACUPCC as "...having no net greenhouse gas (GHG) emissions, to be achieved by eliminating net GHG emissions or by minimizing GHG emissions as much as possible, and using carbon offsets or other measures to mitigate the remaining emissions."

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

- Achieve carbon neutrality by 2030
- By 2015 reduce emissions to 22,330 MT eCO₂ or 29% below the 1990 level (22% below 2009).
- By 2030 reduce emission to 8,480 MT eCO₂ or 73% below 1990 levels.
- Add 3.5 million kWh of on-site renewable electricity generation and 4,500 MMBtu of solar thermal energy by 2030 to replace fossil fuel use
- Evaluate and replace boiler fuel consumption with a sustainably harvested, domestically produced and/ or recycled biofuel by 2020
- Evaluate and replace cogeneration turbine fuel consumption with a sustainably harvested, domestically produced and/or recycled biofuel by 2030
- Revisit and revise these assumptions on a regular basis

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

Facilities Management, Office of Campus Sustainability

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

The Sustainability and Climate Action Management Plan includes a section on Energy and Buildings. Smith College has over 100 buildings which encompass more than three million gross square feet of floor area or 75 acres of indoor space. Buildings require heat, hot water, cooling, and electricity. Because of this, buildings account for approximately 85% of the college's total emissions, making building energy use the top priority for carbon reduction efforts.

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

- Reduce electrical consumption 19% through efficiency projects (4.4 million kWh) by 2015 and by an additional 9% (2.1 million kWh) by 2030.
- Reduce electrical consumption through behavioral conservation programs by 10% (2.3 million kWh) by 2020.
- Reduce thermal demand by 20% (48,000 MMBtu) by 2015 and by an additional 8% (15,000 MMBtu) by 2030.
- Reduce eCO₂ by 29% (7,700 MT) by 2030.

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

Facilities Management, Office of Campus Sustainability

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

A two-year grant from the Henry P. Kendall Foundation promises to bolster sustainability efforts at Smith. The \$168,751 grant will support the ongoing efforts of Smith College Dining Services to develop sustainable, local and healthy food practices.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Efforts supported by the grant include:

- Hiring additional staff and student workers to establish sourcing protocols aimed at encouraging the use of locally grown produce and locally raised meat and fish.
- Evaluating Smith's student-run community garden, which currently lacks a long-term planting and business plan, in an effort to guarantee future sustainable success.
- Conducting an evaluation of current menus to determine beef usage that will inform Smith's practices regarding purchasing local and/or grass-fed beef.
- Identifying local products that can be processed, chopped and/or frozen, via the Western Massachusetts Food Processing Center, and then stored for future use.

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

Dining Services

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

The Sustainability and Climate Action Management Plan includes a section on Energy and Buildings. Smith College has over 100 buildings which encompass more than three million gross square feet of floor area or 75 acres of indoor space. Buildings require heat, hot water, cooling, and electricity. Because of this, buildings account for approximately 85% of the college's total emissions, making building energy use the top priority for carbon reduction efforts.

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

- Reduce electrical consumption through behavioral conservation programs by 10% (2.3 million kWh) by 2020
- Reduce thermal demand by 20% (48,000 MMBtu) by 2015 and by an additional 8% (15,000 MMBtu) by 2030
- Reduce eCO₂ by 29% (7,700 MT) by 2030
- Reduce electricity consumption by 15% by the end of 2014 (MOU with National Grid) compared to 2011 baseline

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

Facilities Management, Office of Campus Sustainability

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

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

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

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

The Sustainability and Climate Action Management Plan includes a section on purchasing. This section catalyzed the creation of an Energy Star Purchasing Policy and a Printer and Copier Paper Purchasing Policy.

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

Energy Star Purchasing Policy:

When making purchases using college or grant-funding, Smith College personnel will purchase products that meet the given need while minimizing energy use. In most cases, this policy will be satisfied through the purchase of Energy Star (for Business and Government) certified products in any area for which this rating exist.

Copier Paper Purchasing Policy:

- All paper used for copiers and printers on campus will contain at least 30% post-consumer recycled content. (This is consistent with state and federal paper procurement guidelines). Non-recycled content should be sourced from Forest Stewardship Council certified sustainably managed forests (or equivalent).
- All offices and departments will purchase paper that meets or exceeds this standard.
- The WB Mason purchasing website will be modified such that only printer and copier paper that meets this standard is available via the Smith College account.
- We recommend that paper be purchased via the WB Mason website rather than having individual departments purchase paper from off-campus retailers e.g. Staples, often at additional expense, labor and carbon emissions.

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

The Purchasing Office, Office of Campus Sustainability

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

The Sustainability and Climate Action Management Plan features a section on transportation. Smith College plans to reduce its carbon footprint by reducing the amount of single occupant vehicles used for commuting, and by making fuel-saving improvements to the campus fleet.

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

- Improve fleet-weighted average EPA estimated fuel mileage from 16 mpg to 25 mpg by 2015, which will reduce fuel use in college fleet vehicles by 33% (10,000 gallons saved, 85 MT eCO₂ eliminated).
- Reduce single-occupant personal vehicle use for commuting from 69% of trips to 59% of trips by 2015 (167,405 miles or 69 MT eCO₂)

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

Grounds Management, Office of Campus Sustainability

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

The Material Purchasing and Waste Management section of the SCAMP outlines Smith's waste challenges and goals.

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

- Reduce campus printer fleet from 700 to 450 by 2020
- Reduce landfill solid waste by 20% (147 tons) by 2015
- Increase recycling rate to 34% of solid waste by 2015
- Increase recycling rate to 50% of solid waste by 2025
- Reduce GHG emissions by 72 MT eCO₂ through composting and solid waste reduction by 2015

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

Facilities Management, Purchasing, Office of Campus Sustainability

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

More than half of this water is used in houses by students and dining services. Smith College aims to reduce the potable water consumption through a combination of efficiency and behavior change. These goals are outlined in the SCAMP.

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

- Reduce potable water consumption by 11.8 million gallons (~24%) by 2015 19% through efficiency and 5% through behavior change.
- Eliminate use of potable water for irrigation by 2015
- Reduce thermal demand associated with heating water by 3,384 MMBtu's and GHG emissions by 328 MT eCO2 per year by 2015.
- Reduce potable water consumption by an additional 1.5 million gallons between 2015 and 2030

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

Facilities Management, Office of Campus Sustainability, Residence Life

A brief description of the plan(s) to advance Diversity and Affordability:

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

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

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

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

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

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

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

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

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

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

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

The institution's definition of sustainability:

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

Yes

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

The Smith College Sustainability and Climate Action Management Plan (SCAMP) is a roadmap to reducing resource use and associated impacts. Our goal is institutional culture change. The future will be best served by a community of students, faculty and staff who make individual and collective choices consistent with our goals to use fewer resources and choose wisely what we use. The SCAMP reviews current environmental performance, establishes priorities and, identifies metrics to measure progress.

The overall strategic plan for the college, Design for Learning, also addresses sustainability. It features sustainability in the section titled "Strengthening Student Capacities" and includes the following as one of the student learning outcomes:

"Become an informed global citizen, which requires engaging with communities beyond Smith, valuing tolerance and appreciating diversity, applying moral reasoning to ethical problems and understanding environmental challenges."

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

<http://www.smith.edu/green/docs/SmithCollegeSCAMP.pdf>

Governance

Responsible Party

Ruth Constantine

Vice President

Finance and Administration

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:

Student Government Association annual elections

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:

Immediately following her graduation, the elected president of the Student Government Association serves a two-year term on the college's Board of Trustees. Thus, the Board includes two members who were directly elected by the student body, one serving the first year of her term and the other serving for her second year.

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 | No |
| 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:

Students have a formal role in decision-making in regard to establishing organizational mission, vision, and/or goals due to two students serving on the college's Committee on Mission and Priorities, which recommends mission, vision and goals to the President (who chairs the committee) and Board.

Students have a formal role in decision-making in regard to establishing new policies, programs, or initiatives through service on the Committee on Mission and Priorities.

Students have a formal role in decision-making in regard to strategic and long-term planning through service on the Committee on Mission and Priorities.

Students have a formal role in decision-making in regard to existing or prospective physical resources through service on the Committee on Mission and Priorities.

Students have a formal role in decision-making in regard to budgeting, staffing and financial planning through the elected president of the Student Government Association serves on the college's budget planning committee, the Advisory Committee on Resource Allocation.

Students have a formal role in decision-making in regard to prioritization of programs and projects through service on the Committee on Mission and Priorities.

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:

Staff may be directly elected to the Staff Council. In turn, the Staff Council recommends staff members to the President for service on major college committees.

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?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

The only college employee who is a member of the Board is the President.

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 | 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 | No |
| Prioritization of programs and projects | Yes |

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Non-supervisory staff have a formal role in decision-making in regard to establishing organizational mission, vision, and/or goals through service on the Committee on Mission and Priorities.

Non-supervisory staff have a formal role in decision-making in regard to establishing new policies, programs, or initiatives through service on the Committee on Mission and Priorities.

Non-supervisory staff have a formal role in decision-making in regard to strategic and long-term planning through service on the Committee on Mission and Priorities.

Non-supervisory staff have a formal role in decision-making in regard to existing or prospective physical resources through service on the Committee on Mission and Priorities.

Non-supervisory staff have a formal role in decision-making in regard to budgeting, staffing Non-supervisory staff have a formal role in decision-making in regard to prioritization of programs and projects through service on the Committee on Mission and Priorities and the Advisory Committee on Resource Allocation.

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)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Faculty may be directly elected to the Faculty Council or to service on all major 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?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

The Board of Trustees includes two faculty members of other institutions. The only college employee who is a member of the Board is the President.

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 | No |
| 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 have a formal role in decision-making in regard to establishing organizational mission, vision, and/or goals through service on the Committee on Mission and Priorities.

Faculty have a formal role in decision-making in regard to establishing new policies, programs, or initiatives through service on the above-described Committee on Mission and Priorities. In addition, the faculty is responsible for the curriculum.

Faculty have a formal role in decision-making in regard to strategic and long-term planning through service on the Committee on Mission and Priorities.

Faculty have a formal role in decision-making in regard to existing or prospective physical resources through service on the Committee on Mission and Priorities.

Faculty have a formal role in decision-making in regard to budgeting, staffing and financial planning through the elected members of Faculty Council serve on the Advisory Committee on Resource Allocation.

Faculty have a formal role in decision-making in regard to prioritization of programs and projects through service on the Committee on Mission and Priorities.

The website URL where information about the institution's governance structure is available:

http://www.smith.edu/about_governance.php

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

Eric Hamako

Program Coordinator

Institutional Diversity & Equity

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
-

Submission Note:

(
<http://www.smith.edu/diversity/standards.php>
)

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

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

Yes

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

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

Employee diversity and equity

Yes

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

At Smith, a high priority is placed on achieving and supporting diversity among our students, faculty, and staff in the areas of race, ethnicity, national origin, religion, socioeconomic class, sexual orientation, disability and age. Smith College fosters free access to knowledge, its unfettered discovery and communication through research and education, and the creation and sustenance of a community of scholars, students, and staff. The Smith community can realize these goals only in an atmosphere of trust and respect. The college aspires to create and maintain an educational, working, and living environment that is respectful of differences and free from harassing behavior.

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

6

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

<http://www.smith.edu/news/2010-11/diversitydirector-175.php>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

| | Yes or No |
|-----------------------|-----------|
| Students | Yes |
| Staff | Yes |
| Faculty | Yes |
| Administrators | Yes |

A brief description of the cultural competence trainings and activities:

Smith participates in the Five Colleges Intergroup dialogues, where staff and faculty on each campus are invited to examine issues of race, ethnicity, class and rank, gender, and religion during the Five College Days of Dialogue. This effort, launched by the Five College Intergroup Dialogue Committee in 2008, in partnership with the UMass Social Justice Education Program of the School of the Education, expands upon the strengths of current intergroup dialogue programs at Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst. The Days of Dialogue are intended to be a starting point for continuing conversations about important issues on all Five College campuses. The long-term goal of this initiative is to build the capacity to develop sustained dialogues across differences among college employees led by a Five College cadre of trained facilitators. In addition, the college's Human Resources Department sponsors Class Action, an organization based in Amherst, to come to the Smith campus to run workshops which focus on class awareness issues.

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

http://www.fivecolleges.edu/news/news_day-of-dialogue10_update.html

Assessing Diversity and Equity

Responsible Party

Pamela Nolan Young

Director

Office of Institutional Diversity & Equity

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) :

A Cycle Survey which is administered every year covers measurements of student self reported satisfaction on diversity and equity on campus, among other topics relevant to overall campus satisfaction. The survey is given to incoming first year students as well as graduating seniors to assess their overall satisfaction with the undergraduate experience.

Topics presented in the survey include perceptions, experiences, self-reported progress and attitudes on different philosophies, cultures, racial and ethnic diversity, religious affiliation, and sexual orientation.

Has the institution assessed student diversity and educational equity?:

Yes

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

Several studies have been conducted by Institutional Research

Has the institution assessed employee diversity and employment equity?:

No

A brief description of the employee diversity and employment equity assessment(s):

As far as we know, this has not been assessed.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

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

As far as we know, this has not been assessed.

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

<http://www.smith.edu/ir/studentsurvey.php>

Support for Underrepresented Groups

Responsible Party

Eric Hamako

Program Coordinator

Institutional Diversity & Equity

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:

At Smith College, there are a variety of programs to support underrepresented groups within the student body. Those include Peer Mentoring in the Sciences, AEMES, the Spinelli Center for Quantitative Learning, the Culture of Research Initiative, the Mellon Mays Undergraduate Fellowship Program, Minority Association of Prehealth Students (MAPS), and Union of Underrepresented Students in the Sciences (US)2.

In addition, the Mentoring Office is directly involved in supporting underrepresented groups within the sciences. the Mentoring Coordinator advertises a number of internship, scholarship, fellowship, and grant opportunities to the student body, specifically geared to retention efforts underrepresented students in the sciences. The Mentoring Office also sponsors AEMES, the Peer Mentoring program, and Early Research.

Peer Mentoring in the Sciences:

The Peer Mentoring Program seeks to ensure access for all students interested in science, engineering, and math including those who are from under-represented groups including African American, Latina, Native American, Pacific Islander, Asian and students who are first in their families to attend college. Incoming students who intend to major in math, engineering, or science are paired with a mentor, a returning student who usually majors in the same field. Mentors and mentees also participate in a range of networking, support, and social

activities organized by the Mentoring Office throughout the academic year as part of the program.

AEMES (Achieving Excellence in Math, Engineering, and Science):

Team-based approach with faculty and peer mentors supporting students with a commitment to promoting greater participation in the sciences for students from traditionally underrepresented groups. In the fall of their first year, AEMES scholars take part in a seminar that enhances skills for achieving academic goals. AEMES scholars also conduct research with a faculty advisor and participate in the Peer Mentoring Program described above.

Spinelli Center for Quantitative Learning:

The Spinelli Center supports students from diverse educational backgrounds to succeed in quantitative learning and research. Holds tutoring sessions and provides a study space for students to work together in quantitative subject areas.

Culture of Research Initiative:

Supports access and success of all undergraduates with research experiences within learning communities, both within and beyond the classroom (including service learning groups) across the college.

Mellon Mays Undergraduate Fellowship Program:

Aimed at increasing the number of minority students, and others with a demonstrated commitment to eradicating racial disparities, who will pursue PhDs in core fields in the arts and sciences.

MAPS (Minority Association of Prehealth Students):

The group seeks to prepare and support under-represented prehealth students for future careers in the health fields.

UUSS (Union of Underrepresented Students in the Sciences):

Seeks to foster the interest in science-related majors among minority students. The group serves as a resource for students of color in the sciences at Smith to become informed about science opportunities both on and off campus. The focus of the group includes:

- Assisting the college in preexisting, as well as any further developed science initiatives
- Acting as a support network whose goal is to maintain a continuous commitment to helping past, present and future underrepresented students of color in the sciences.
- Developing, organizing, and executing educational programming that encompasses various aspects in the sciences.

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

<http://www.smith.edu/diversity/programs.php>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

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

Investigation of complaints by Office of Institutional Diversity and Human Resources.

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

<http://www.smith.edu/nondiscrimination>

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?:

No

Support for Future Faculty Diversity

Responsible Party

Eric Hamako

Program Coordinator

Institutional Diversity & Equity

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 Mellon Mays Undergraduate Fellowship (MMUF) is designed to increase the number of underrepresented minorities in the faculty ranks of institutions of higher learning. There are MMUF programs at 81 colleges and universities around the country as well as international programs (in South Africa). Faculty/student mentoring relationships form the core of the MMUF program. Faculty mentors help to orient undergraduates towards the pursuit of a Ph.D. and a faculty career through two years of a close research relationship.

Smith is also involved in other programs to help the recruitment and retention of faculty from traditionally underrepresented groups.

Programs include:

- Emerging Scholars hiring Program
- Faculty Career Development Research Grant
- Five College ""Diversity Day"" trainings
- Student Scholars Community

The Five Colleges Consortium also hosts a day called ""Diversity Day"" which promotes diversity among the 5 colleges.

In addition, Smith hosts difficult dialogue initiatives, new student outreach, and a diversity chair on House Council.

Smith finds importance in not only recruitment of faculty and staff of color, but their retention as well. This retention effort is made through dialogue and communications initiatives, community development, outreach, and other HR work.

The HERI evaluations cover overall employee satisfaction, overall college experience, diversity, balancing tradition and change, mentorship, engaging in discussions that are difficult, and communication channels. The results of these evaluations are used to improve programs and initiatives to increase satisfaction and overall experience of higher education faculty at the institution.

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

http://www.smith.edu/diversity/documents/MMUFInfoSheet2011_000.pdf

Affordability and Access

Responsible Party

Audrey Smith

Vice President for Enrollment

Offices of Admission and Student Financial Services

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:

Smith has long been recognized as a leader in providing access to low income students. In 2013-14 Smith will provide over \$60 million in financial aid to 64% of our undergraduate students. Twenty-two percent of Smith students receive federal Pell grants which go to the neediest students. An additional 160 international citizens (who are not eligible for Pell grants will be awarded institutional aid from Smith).

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

Smith offers a variety of learning and development courses throughout the year for faculty and staff of the college. One such course includes "Creating Workplace Respect", which focuses on how to be successful in working within a diverse and rapidly changing workforce. Learning objectives for the course include defining workplace respect, learning the barriers to understanding and respect, dealing with the barriers, understanding the assertiveness triangle, and learning strategies for workplace respect.

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

Smith hosts a variety of programs and makes resources available for students from low-income background to support student success at Smith. See:

<http://www.smith.edu/doc/funding.php>

As shown in the document above, some of the financial assistance programs are made available for textbook purchases, expenses to attend meeting and academic conferences, emergency travel home, emergency medical and dental, special studies work, graduation gown or ivy day dress, and fine arts supplies. These assistance programs are available to all Smith students.

Other programs to support students from low-income background to succeed in higher education include:

- Creation of AEMES – Achieving Excellence in Math, Engineering, and Science: team-based approach (with faculty and peer mentors) to supporting students with a commitment to promote greater participation in the sciences by students from traditionally underrepresented groups including first-generation college students (those for whom neither parent has earned a bachelor's degree).
 - Creation of the Spinelli Center for Quantitative Learning to support students from diverse educational backgrounds to succeed in quantitative learning and research. The Spinelli Center supports students doing quantitative work all across the curriculum. The center offers tutoring, quantitative skills workshops, and class study sessions outside the regular classroom.
 - Development of Culture of Research Initiative to support access and success of all undergraduates with research experiences within learning communities, both within and beyond the classroom (including service learning groups) across the college
 - Continuing development and enhancement of Mellon Mays Undergraduate Fellowship Program aimed at increasing the number of minority students, and others with a demonstrated commitment to eradicating racial disparities, who will pursue PhDs in core fields in the arts and sciences.
- * Orientation program for entering first-year, first-generation students.

In addition, Smith provides a student employment guide that is available online for students who are on work study to help navigate the process and experience. The guide covers procedures, rules, and guidelines for both students and employers for on-campus work study programs.

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

A brief description of any programs to guide parents of low-income students through the higher education experience:

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Smith College aggressively participates in outreach programs in order to recruit students from low-income backgrounds.

Because of Smith's commitment to access, the admissions office targets inner-city schools in recruitment efforts in order to attract students from low-income backgrounds. The admissions office is well aware that SAT scores are highly correlated with income, and therefore has made submission of SAT scores optional and put more weight on teacher recommendations, high-school performance, and other measures as criteria for admissions.

Smith's outreach initiatives to recruit students from low-income and underrepresented backgrounds are made through programs such as:

- Posse (first group will arrive in fall 2015) -Springfield/Holyoke Partnership (4 full-tuition scholarships)
- College Horizons (pre-college workshops for Native students)
- Alumnae Outreach
- Women of Distinction fly-in program for targeted students
- Discovery Weekend program for admitted students
- Summer Science and Engineering Program (SSEP)-scholarships for low income students
- Multicultural Recruitment Luncheons
- Multicultural Recruitment Working Group

These programs are not only meant to recruit students from low income backgrounds, but are also meant to help encourage and give access to opportunities resources for students who may not otherwise qualify without these programs.

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

Smith's financial aid policy states that:

"Smith College seeks to provide educational opportunity for qualified students, knowing that many of them will require financial assistance. Our need-based aid program begins with a consistent, yet personalized, assessment of each applicant's ability to pay for college expenses. Smith meets the full documented need, as determined by college policy, of all admitted students who apply for aid by the published deadlines. Some admission decisions may include an assessment of the student's level of need. These need-sensitive evaluations affect approximately 5 percent of all applicants".

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

For all aided students, the budget includes allowances for books and travel to campus. For very low-income students, additional grant aid may be available to cover health insurance, and other items.

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?:

Yes

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

Smith's Ada Comstock program helps non-traditional women students -- who must be at least 24 years old -- complete college. Currently, Smith has over 100 Ada Comstock Scholars, some 4% of its 2,700 students. Unlike traditional students, who come directly from high school, these women are often already living on their own and are far more likely to be low income. 75% receive federal Pell Grants. Smith requires traditional age students to attend full-time, only Ada Comstock Scholars can attend part-time.

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:

Smith has a special scholarship for Ada Comstock Scholars with children under 18 years of age that replaces their student work expectation.

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

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

Yes

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

| | Percentage (0-100) |
|--|--------------------|
| The percentage of entering students that are low-income | 24 |
| The graduation/success rate for low-income students | 88 |
| The percentage of student financial need met, on average | 100 |
| The percentage of students graduating with no interest-bearing student loan debt | --- |

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

26

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

<http://www.smith.edu/finaid/prospect/>

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

Larry Hunt

Associate Vice President

Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Number of employees:

1,299

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

1,299

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

No

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)?:

Yes

Number of staff and faculty that receive sustainable compensation:

1,040

Number of employees of contractors that receive sustainable compensation:

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

Appropriate labor market via compensation surveys.

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

full-time employees:

\$31,327 annual

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

\$18,274 annual

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

\$12.00/hour

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

\$6,775 rate per contract

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

\$9.00 per hour up to a maximum of \$2,250

The local legal minimum hourly wage for regular employees:

9 US/Canadian \$

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

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.smith.edu/hr/handbook_301.php

Assessing Employee Satisfaction

Responsible Party

Larry Hunt

Associate 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?:

No

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:

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:

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

available:

Wellness Program

Responsible Party

Larry Hunt
Associate 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):

Smith College's Employee Assistance program, offered through a company called LifeScope, is a confidential and voluntary counseling referral service provided free of charge to employees and members of their family household. Employees and their dependents are each eligible for six sessions, per issue, per calendar year. The EAP can help with a variety of issues including: anxiety, grief, communication problems, drinking or drug use, domestic violence, marital/family concerns, mood swings, depression, parenting, stress (at work or home, or financial), work issues, suicidal thoughts, etc.

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

http://www.smith.edu/hr/benefits_eap.php

Workplace Health and Safety

Responsible Party

Larry Hunt
Associate 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 | 46 | 66 |
| Full-time equivalent of employees | 1,170.44 | 1,128.31 |

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

| | Start Date | End Date |
|--|------------|----------|
|--|------------|----------|

| | | |
|-------------------------|--------------|---------------|
| Performance Year | Jan. 1, 2013 | Dec. 31, 2013 |
| Baseline Year | Jan. 1, 2005 | Dec. 31, 2005 |

A brief description of when and why the workplace health and safety baseline was adopted:

We have tried to constantly use 2005 as a baseline year while doing STARS.

A brief description of the institution’s workplace health and safety initiatives:

HR hosts monthly meetings with Meadowbrook to review all open claims.

HR hosted Desk Ergonomics FY13 with Terry Buckhout, Arden Pierce (to teach stretching at the desk) and Barbara Pliska (computer aids to avoid injury).

Two specific initiatives for safety identified by HR in FY14

Scheduled Dining Services (Kathy Z) to perform training on the Hot boxes that carry food. Facilities staff are less familiar with these boxes and we had a few injuries. Patrick Diggins assisted in this with Terry Buckhout.

HR recommendation for Dining Services to purchase cut gloves after they had an influx in cuts with knives. Kathy Z. bought cut gloves as a result and implemented a strict policy for using the gloves. Almost all the injuries ceased at that point. Both initiatives were successful.

Ongoing - Desk Ergonomic assessment and needs performed by Terry Buckhout, coordinated by Avril Russell

January HR hosted an all-manager meeting for 263 and 211 and Meadowbrook

January - Laura Smiarowski held a safety meeting for managers of 211 and 263

On demand meetings with 211/263 directors and Rich Korzenowski on current cases.

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

Emma Kerr

Campus Sustainability Coordinator
Office of Campus Sustainability

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.

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

Responsible Party

David DeSwert

Associate Vice President for Financial Planning
VP/Finance and Administration

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

Submission Note:

The proxy voting principles are provided to investment managers to guide proxy voting.

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

Total value of the investment pool:

1,755,755,000 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) | 1,000,000 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 | 0 US/Canadian \$ |

A brief description of the companies, funds, and/or institutions referenced above:

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

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:

Corporate Governance

Many Investure clients support resolutions that foster (and oppose resolutions that inhibit) reasonable best practices in corporate governance and operations, including:

Protecting the rights of all shareholders;

Ensuring the integrity and clear disclosure of the corporation's risk management, accounting, and financial reporting systems, including the independent audit, and implementing appropriate systems of control; in particular, systems for monitoring risk, financial control, and

compliance with the law;
Maintaining independent, diverse, committed, and focused boards and committees which represent the shareholders;
Adopting comprehensive code of conduct and conflict of interest policies;
Prioritizing transparency of corporate practices;
Creating clear lines of responsibility and accountability within the board and management structure; and
Establishing fair and transparent compensation schemes that incorporate financial and non-financial performance metrics of a company.

Environmental and Social Responsibility

Environmental and social responsibilities are important drivers of long-term value creation. The global economy increasingly relies on resources that face supply constraints as global consumption increases. In addition, to remain competitive on a global basis it is critical to attract and retain talented employees.

Many Investure clients support resolutions that encourage (and oppose resolutions that inhibit) the implementation of reasonable sustainable practices and environmental and social responsibility, including:

Preparing sustainability reports and adoption of policies in accordance with reasonable codes of conduct and reporting models;
Siding with transparency on environmental practices;
Adopting policies that take into account the importance of protecting stakeholders and the natural environment;
Eliminating workplace discrimination based on age, race, sex, sexual orientation, religion, and ethnicity;
Supporting human rights standards, including protecting indigenous people's rights and respecting cultural sensitivities;
Eliminating exploitative labor practices;
Providing safe workplaces; and
Siding with transparency on political contribution and activities.

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:

Smith's endowment is pooled with 12 other institutions including Barnard, Carnegie Endowment for International Peace, The Edna McConnell Clark Foundation, Colonial Williamsburg, The Commonwealth Fund, Dickinson College, Houston Endowment, Henry Luce Foundation, Middlebury College, Trinity College, and The University of Tulsa. Middlebury College and several other members of this group have played a leadership role in establishing a sustainable investing alternative to the options offered by the investment managers.

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

Investment Disclosure

Responsible Party

David DeSwert

Associate Vice President for Financial Planning
VP/Finance and Administration

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

| Credit |
|--------------|
| Innovation 1 |
| Innovation 2 |
| Innovation 3 |
| Innovation 4 |

Responsible Party

Reid Bertone-Johnson

Field Station Manager

Landscape Studies

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:

Living Building Challenge

A brief description of the innovative policy, practice, program, or outcome :

In 2012, Smith College’s Bechtel Environmental Classroom, a 2,300-square-foot learning center set on 240 acres of land in nearby Whately, Mass., In January of 2014, it became the fifth building in the world to be certified as a Living Building. Reid Bertone-Johnson, field station manager, worked with many Smith students during the project. The design incorporated composting toilets and solar panels that return to the grid greater than 50 percent more energy than the building uses. Local materials were used and the classroom was sited in an area that required clearing mostly invasive species. All materials used were certified free of carcinogenic and endocrine-disrupting chemical agents.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Supported by the S. D. Bechtel, Jr. Foundation and located at Smith’s Ada and Archibald MacLeish Field Station in Whately, Mass., the Bechtel Environmental Classroom was completed in 2012. The single-story wood-framed building was designed by Coldham & Hartman Architects, a firm based in Amherst, Mass., and built by the Deerfield, Mass., contractor Scapes Builders. Inside are a seminar space, a multipurpose room and an instructional lab. An outdoor gathering space offers visitors a view of the Holyoke Range.

To meet the Living Building Challenge, buildings must be certified under seven different “petals”—equity, beauty, health, site, water, energy and materials—that encompass issues of sustainability, aesthetics and social justice.

Since the Bechtel Environmental Classroom’s opening in September 2012, students have monitored a range of data points around the building’s electricity and water usage to demonstrate that it operated over its first year of occupancy as a net-zero facility, meaning that it generates more energy than it uses and that it draws solely on a renewable water system.

A letter of affirmation from an individual with relevant expertise:

[stars innovation letter LBC bechtel classroom_1.pdf](#)

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 | No |
| Research | No |
| Campus Engagement | Yes |
| Public Engagement | No |

| | |
|--|-----|
| Air & Climate | Yes |
| Buildings | Yes |
| Dining Services | No |
| Energy | Yes |
| Grounds | No |
| Purchasing | No |
| Transportation | No |
| Waste | No |
| Water | Yes |
| Coordination, Planning & Governance | No |
| Diversity & Affordability | No |
| Health, Wellbeing & Work | No |
| 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://living-future.org/case-study/bechtelenvironmentalclassroom>

Responsible Party

Reid Bertone-Johnson

Field Station Manager

Landscape Studies

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:

190 Acres Whately Land Conservation

A brief description of the innovative policy, practice, program, or outcome:

190- Acres at the MacLeish Field Station in West Whately will be permanently protected. The hilltop forest and farmland owned by Smith College offers a place for students and faculty to conduct environmental research, outdoor education, or to simply enjoy a walk in the woods. The Conservation Restriction that Smith donated to Kestrel Land Trust will ensure that those uses will continue, while protecting wildlife habitat for the future.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The MacLeish Field Station is part of a critical contiguous block of forest identified by the Nature Conservancy as a “resilient” landscape: an area that has the potential to support a wide diversity of plants and wildlife as they adapt to climate change in the future. Adjacent lands protected by the Northampton Watershed Department, Massachusetts Department of Fish and Game, Conway State Forest, and Franklin Land Trust create a large block of protected forest totaling over 5,000 acres. For Kestrel, the conservation of the MacLeish Field Station also marks an important milestone for our land trust’s efforts to partner with the Five Colleges to advance land conservation in the Valley. Robert Jonas, Kestrel’s Board Chair said, “Kestrel is honored to be invited by Smith College to become a steward of their land. Together, we can ensure the conservation and stewardship of forest habitat, encourage ecologically responsible education and research, and promote sustainable forestry and agriculture.” operated over its first year of occupancy as a net-zero facility, meaning that it generates more energy than it uses and that it draws solely on a renewable water system.

A letter of affirmation from an individual with relevant expertise:

[190 acres land conservation innovation letter_1.pdf](#)

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 | Yes |
| Research | Yes |
| Campus Engagement | No |
| Public Engagement | Yes |
| Air & Climate | No |

| | |
|--|-----|
| Buildings | No |
| Dining Services | No |
| Energy | No |
| Grounds | Yes |
| Purchasing | No |
| Transportation | No |
| Waste | No |
| Water | Yes |
| Coordination, Planning & Governance | No |
| Diversity & Affordability | No |
| Health, Wellbeing & Work | No |
| 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://kestreltrust.org/PDF/265/KTnewsletterFall2013_FINAL.pdf

Responsible Party

Michael Marcotrigiano

Director

Botanic Garden

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:

Botanic Garden at Smith ARBnet Level III Accreditation

A brief description of the innovative policy, practice, program, or outcome:

Accreditation is available for arboreta through the Morton Register of Arboreta. Arboreta are accredited at different levels depending on degrees of development, capacity, and professionalism. In addition to the Level I and Level II requirements, to achieve Level III ARBnet accreditation, an arboretum must have: 500+ labeled trees/woody plant species, paid management staff, a curator, substantial educational programming, collaboration with other arboreta, collections data sharing with networked collections, and agenda for tree science, planting and conservation. Smith College is the only higher education institution in New England to achieve Level III ARBnet accreditation.

The mission of the Botanic Garden of Smith College is to foster education about the science, beauty, and importance of the plant kingdom through the use of outdoor and conservatory plant collections, gardens, displays, and exhibitions, and to preserve and maintain the historic Olmsted campus landscape.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The Botanic Garden of Smith College was founded over one hundred years ago by L. Clarke Seelye, the College's first president, who expressed his hope that the whole campus could be developed as a botanic garden so that it might be of scientific as well as aesthetic value. The landscape architecture firm of Frederick Law Olmsted, of Central Park fame, was enlisted to create that plan.

Incorporating the study of plants into academics was an insightful idea in 1875, and it still is. The spirit of President Seelye's concept has persisted at Smith College and remains basic to our purpose. Today the Botanic Garden serves as a living museum of plants native to New England and ecosystems all around the globe.

Today, the Botanic Garden includes thousands of plants, including those grown under glass in the Lyman Conservatory and outdoors in the campus arboretum — our landscape for learning — and various specialty gardens around campus. Additionally, there are 60,000 pressed specimens available for research in the herbarium.

Botanic Garden activities and collections include not only plants but also books and other resource materials (including our newsletter, Botanic Garden News), an international seed exchange, research and conservation, and diverse events. Yet the living plant specimens are the heart of the Botanic Garden and our bridge to the rest of the botanical world, past, present, and future.

A letter of affirmation from an individual with relevant expertise:

[botanic garden innovation credit letter_1.pdf](#)

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 | Yes |

| | |
|--|-----|
| Research | No |
| Campus Engagement | No |
| Public Engagement | Yes |
| Air & Climate | No |
| Buildings | No |
| Dining Services | No |
| Energy | No |
| Grounds | Yes |
| Purchasing | No |
| Transportation | No |
| Waste | No |
| Water | No |
| Coordination, Planning & Governance | No |
| Diversity & Affordability | No |
| Health, Wellbeing & Work | No |
| 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://arbnet.org/morton-register/massachusetts/botanic-garden-of-smith-college.html>

Responsible Party

Gaby Immerman

Biological Sciences Lab Instructor
Lyman Plant House

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.
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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:

Paradise Pond Invasive Species Removal and Mapping

A brief description of the innovative policy, practice, program, or outcome:

For the past five years, students working as summer interns for the Botanic Garden of Smith College have mapped and documented the invasive species found around Paradise Pond on Smith's campus. From 2010 to 2012, students mapped populations of plants, and in 2013 and 2014 individual plants were mapped. After students have mapped the plants they then remove them, through hand-pulling and other identified methods, in conjunction with Botanic Garden staff. The five years of invasive species data that students have collected gives landscape managers at Smith College comprehensive information about the invasive species present here, how they respond to removal, and what their reoccurrence is the following year.

The most recent mapping was conducted by intern Jessie Blum ('15) using a GPs unit in the field to map individual plants. Blum's results show that many of the species removed the previous year returned due to root mass and large seed banks still in the ground. The first map that Blum created shows the most common invasive species found in each grid cell. To do this, she used a fishnet grid in ArcGIS and went through each grid to find the species that had the most representation in each grid cell. This method allows the spread of the invasive species to be shown clearly while also showing the dominant species. Between this map and the individual plant counts, it is clear that invasive species are able to be managed, but are coming back with the same vigor each year.

Particular focus was put on the "Big 9" invasive species: autumn olive, oriental bittersweet, glossy buckthorn, Japanese barberry, Japanese knotweed, multiflora rose, Norway maple, tartarian honeysuckle, and winged euonymus. Blum also created a sequence of maps showing the spread of each of the "Big 9" invasive species. These maps are helpful in looking at the density and spread of each species by themselves. The most prevalent species were Japanese knotweed, oriental bittersweet, and multiflora rose.

In 2014 all of the invasive plants surveyed were removed, except for mature Buckthorn and Norway Maples that will be dealt with in the summer of 2015. For the species that need chemical applications, such as Japanese knotweed and Norway maples, Jay Girard and John Berryhill, licensed herbicide technicians from the Botanic Garden, applied the herbicide to freshly cut individual plant stems.

The fifth year of removal events proved again, without question, that invasive plants can be controlled successfully with very little collateral damage to native plants, using the methods identified by the Botanic Garden.

Student summer workers were organized and supervised by Gaby Immerman, Laboratory Instructor, Biological Sciences. Oversight and supervision was also provided by Jay Girard, Landscape Manager, Botanic Garden, and John Berryhill, Chief Arborist, Botanic Garden. Jay and John are both licensed herbicide technicians and both participated in the plant removal activities.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Students working in the Botanic Garden summer internship program have single-handedly controlled the spread of invasive plants on Smith College's campus. This is not only important for Smith College, but for the communities downstream of Smith College along the Mill River, which flows into and out of Paradise Pond.

Because of the work of students and the support of Botanic Garden staff, the number of invasive plants around Paradise Pond has stayed largely the same for the past five years, and is now mapped in a way that is extremely useful for long range planning and landscape management. Minimizing the spread of invasive plants, especially the "Big 9" plants, is extremely difficult. Time spent removing the

plants (cutting & treating) in 2014 took about 86 hours. Additionally, the fifth year of removal work proved that the invasive plants can be controlled successfully with very little collateral damage to the native plants around them.

Since beginning this work five years ago, Botanic Garden staff have been interested in shifting from removal to restoration of the target areas of riverbank, and that shift is now taking place. This year the New England Wildflower Society has been contracted to create an Invasive Species Management Plan for the College. Such a plan will bring eradication efforts in line with best practices and establish an annual calendar of activities.

The next step will be to establish native species in gaps created by invasive removal, so as to move forward toward a time when the number of invasive seedlings will be reduced.

A letter of affirmation from an individual with relevant expertise:

[Support letter for Invasives Removal and Mapping Innovation.pdf](#)

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 | Yes |
| Campus Engagement | Yes |
| Public Engagement | Yes |
| Air & Climate | --- |
| Buildings | --- |
| Dining Services | --- |
| Energy | --- |
| Grounds | Yes |
| Purchasing | --- |
| Transportation | --- |

| | |
|--|-----|
| Waste | --- |
| Water | --- |
| Coordination, Planning & Governance | Yes |
| 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:
