

Hampshire College

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

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

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

	Present?	Included?
Agricultural school	No	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	Yes	Yes
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

Submission Note:

The energy used for heating buildings data is an estimate based on an analysis by Van Zelm engineers completed in 2010. In this study, Van Zelm estimated 1.35M kWh of electricity was used for heating, primarily in student residences.

This was converted to MMBTUs and divided by the sum of MMBTUs of decentralized natural gas and MMBTUs of steam/heat produced through cogeneration. The steam MMBTUs were grossed up by 20% to estimate source fuel (natural gas) total MMBTUs.

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

Endowment size:

35,000,000 US/Canadian \$

Total campus area:

160 Acres

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

809,796 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

0 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:*367,722 Square Feet***Electricity use by source::**

	Percentage of total electricity use (0-100)
Biomass	5.92
Coal	11.86
Geothermal	0
Hydro	7.04
Natural gas	41.97
Nuclear	29.76
Solar photovoltaic	0
Wind	0.31
Other (please specify and explain below)	1.50

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

This would include fuel oil and "other unknown/purchased fuels. All of the above data was taken from the eGRID2012v1.0 data tables as this was the source for the Scope 2 GHG calculation.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	18

Fuel oil	---
Geothermal	---
Natural gas	82
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

5

Number of academic departments (or the equivalent):

5

Full-time equivalent enrollment:

1,379

Full-time equivalent of employees:

391

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

1,461

Total number of graduate students:

0

Number of degree-seeking students:

1,438

Number of non-credit students:

0

Number of employees:

420

Number of residential students:

1,103

Number of residential employees:

4

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

Beth Hooker

Sustainability Initiative Director
Office of the President

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	1,380	0
Number of sustainability courses offered	59	0
Number of courses offered that include sustainability	51	0

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

5

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

5

Number of years covered by the data:

Three

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

[Hampshire College Sustainability Courses 12F-15S.xlsx](#)

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

inventory of sustainability courses attached represents Fall 2012- Spring 2014

Students may also take courses at the other Four colleges (Smith, Mount Holyoke, and Amherst Colleges and the University of Massachusetts, Amherst). For a list of sustainability related courses, please see the Five College Sustainability Studies Certificate program:

<https://www.fivecolleges.edu/sustain/courses>

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

<https://www.hampshire.edu/sustainable/creative-curriculum>
Campus Sustainability Data Collector | AASHE

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

Faculty involved have identified courses that go with their programs:

<http://www.hampshire.edu/academics/essp-courses.htm>

Courses that address at least one of three pillars of sustainability: economic sustainability, social sustainability, and environmental sustainability are included in the inventory. The inventory list is compiled by Hampshire staff members who work with the Food, Farm, and Sustainability office.

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

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

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

Courses with multiple offerings were only counted once
There are no examples of courses with multiple sections

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Beth Hooker

Sustainability Initiative Director
Office of the President

Criteria

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

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

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

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

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

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

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

92

Total number of graduates from degree programs:

1,030

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

[Sustainability DIV III Master List.xlsx](#)

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

In the final year, students undertake a major independent study project with the guidance of a committee. Typically, Division III projects explore in depth a specific aspect of the student's Division II work. Division III students devote the major part of their time to the independent study project. For more details, please see:

<http://www.hampshire.edu/academics/2799.htm>

Students are able to take part in the Environmental Studies and Sustainability Program

<http://www.hampshire.edu/academics/essp-program.htm>

Also, students may participate in the Five College Sustainability Studies Certificate program. This program is available to students at Amherst College, Hampshire College and Mount Holyoke College, and incorporates courses courses and other academic offerings from all five campuses (HC, AC, MHC, Smith College and UMass Amherst).

Please see the full description of the certificate program:

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

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

Division I in ESSP

Division I at Hampshire is accomplished mainly in the first year. By taking problem and issue-based courses, students begin the process of asking their own questions and building on the progress of other professionals before them.

Through their courses students might work on an electrical generating windmill at the Farm Center, assess concentrations of arsenic from historical spraying in our apple orchards, count and observe migrating birds from our aerial walkway, or assess environmental justice issues in nearby postindustrial cities.

Division II in ESSP

Students accomplish their concentration, Division II, during their second and third years, and they design their concentrations with the guidance of a faculty committee. Each Division II is unique and includes courses, internships, and projects. ESSP students especially interested in the sciences might focus on geology, chemistry, biology, ecology or agriculture.

Students focusing in social sciences may study economics, environmental politics and planning or historical aspects of sustainability. Others might choose a more interdisciplinary path and integrate the social and natural sciences or humanities and sciences. Most ESSP concentrations are by nature interdisciplinary.

Programs, both international and national, are often central to students' ESSP concentrations. Through the many and diverse opportunities available literally world-wide, students gain authentic experience critical for Division III (the senior thesis).

Some example Division II titles in different areas are:

- » Environmental Science: Conservation Biology; Geology With Focus on Climate Change; Environmental Chemistry
- » Agriculture: Creating a Sense of Place; Agriculture: Bioregionalism and Sustainability; Ethnobotany
- » Design and Technology: Alternative Energy Design and Implementation; Solar and Wind Engineering
- » Sustainable Communities: Land Use and Development in Hadley, Massachusetts: Helping Diverse Ideas Lead to Healthy Decisions; Cultural Ecology; Sustainable Community Design

Division III in ESSP

Division III includes an in-depth project that students work on during their final year at Hampshire. Many ESSP students do summer field projects or internships on and off campus and then return to campus to write a thesis under the supervision of their Division III committee.

- »A Comparative Economic Analysis of Energy Production
- »Agricultural Systems Thinking: Re-designing urban farming systems that are radically inclusive of marginalized communities
- »Arctic Climate Change
- »Bird Feathers as Bioindicators: Spatial Heavy Metal Analysis of Indian House Crow Feathers using LA-ICP-MS
- »Change and Use, Bones and Growth (Evolution of skeletal adaptations in mammals)
- »Connections Between Hampshire College's Storm Water Drainage System and Stream Temperatures and Water Quality
- »Degree Day Analysis, Energy Use for Heating and Cooling
- »Denitrification in streams and riparian zones along an urban to exurban gradient
- »(M)eat: Innocent until Proven Guilty (A comparison of grass and grain-fed beef)
- »Effects of Physical Stream Characteristics on Riverine Fish Assemblages
- »Environmental Education and Climate Change
- »Experimental Domestication: Selection for Tameness in *M. ochrogaster*
- »Facing the Future of Food: A spatial and economic analysis of local food systems in Massachusetts
- »Farm to Camp: Creating Lasting Effects for a Healthier Life
- »Fate and Transport of Lead Arsenate Pesticides on a Western Massachusetts Pear Orchard
- »Feather Corticosterone, Latitude and Breeding Biology of Tachycineta Swallows
- »From Alberta to Texas: A Critical Examination of the Keystone XL pipeline and its Opposition
- »Green Building: An Investigation of Products and Materials That Satisfy the Living Building Standard
- »Hampshire College Stormwater Drainage Monitoring: Temperatures and Contaminants
- »Human Health, Social Justice, and Natural Science Perspectives of Hydraulic Fracturing in the Marcellus Shale
- »Imagine the Earth: Illustrating Environmental Science and Philosophy
- »Influence of Land Cover on Stream Temperature: Implications for Modeling and Waterway RestorationSustainability in Action: Moving toward an agricultural ethos
- »Invasive Biotic Interactions With Native Bryophyte Species in Alaskan Boreal Forests
- »La Via Campesina: Preserving Biodiversity through Transnational Organizing
- »Land of Fish and Rice: Agriculture, Eutrophication, and Phytoremediation in China's Chao Lake
- »Landscaping In Hadley: The History and Ecology of Change and Development
- »Management for Birds in a Pitch Pine-Scrub Oak Barren
- »Microbial Community Analysis of Deep Springs Lake, CA: Exploring the Role of Aerobic Biofilms in Biogenic Dolomite Precipitation
- »No Pictures, Please: Placing Ag-Gag and the Animal Enterprise Terrorism Act within the Green Scare
- »Profit vs. People: A Case Study in the Environmental and Social Impact of Big Oil
- »Remediation techniques for groundwater perchlorate contamination
- »Rendering the River: An analysis of the Atlantic Salmon Restoration Effort on the Connecticut River
- »Searching for Identity in the Outdoors, A Collection of Writing
- »Searching for the Sublime: Stepping foot into the American Wilderness
- »Slow Food USA: A Cultural Exploration of Slow Food in the "Fast Food Nation"
- »Stress in Cows and Effects on Dairy Products

- »Sustainable Aquaponics: The Future of Institutional Food
- »Sustainable Design and Development
- »Temporally produced nitrous oxide (N₂O) emissions from differently managed agricultural soils: relative contributions from bacteria and fungi
- »The Effect of Land Management Strategy on Dickcissel (*Spiza americana*) Territory Size in the Flint Hills Ecoregion
- »The Effects of Visual Stimuli on Pre-Conditioned Aggression Response in Fighting Cocks
- »The Hampshire College Forest Stewardry Program
- »The red drum fishery: a case study of a protected game fish
- »The Role of Silviculture in Forest Fungal Ecology
- »The Solar Purlieu; Reflective Seating
- »Three Scientific Inquiries: How and Why Do We Modify General Relativity? How Do We Design a System to Measure the Snow Water Equivalent of the Snowpack? and, How Does Yeast Flocculation Affect the Final Bitterness of Beer?
- »Trace Metal Contamination in Sri Lankan Rice: LA-ICP-MS and HPLC Procedures to Determine Etiology of Chronic Kidney Disease
- »Transport and Fate of Lead Arsenate pesticides at an Amherst, Massachusetts Pear Orchard

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

<https://www.hampshire.edu/academics/projects>

Undergraduate Program

Responsible Party

Beth Hooker

Sustainability Initiative Director
Office of the President

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies and Sustainability Program

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

The Environmental Studies and Sustainability Program (ESSP) brings together a rich grouping of courses, ongoing projects, campus programs, and speaker series that allows students to develop their own ways of combining the sciences, social sciences, and humanities to study and work on environmental and sustainability topics.

Research and study take place everywhere from the classroom and laboratory to forests and wetlands.

Through ESSP, Hampshire students develop a truly interdisciplinary, project-based course of studies that allows them to tackle, with the help of faculty and other students, complex, real-world issues.

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

http://www.hampshire.edu/admissions/environmental_studies.htm

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

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

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

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

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

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

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

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):

Five College Sustainability Studies Certificate Program

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

Five College Sustainability Studies brings together several programs to encourage the study and application of sustainability across all five campuses in the consortium and beyond.

The FCSS Certificate Program is available to students at Amherst College, Hampshire College and Mount Holyoke College, and incorporates courses courses and other academic offerings from all five campuses.

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

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

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

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*.

Submission Note:

Hampshire College does not offer graduate degrees.

Div IV:

<http://www.hampshire.edu/alumni/forum.htm>

This is a post-graduate program with alumni, typically has a focus on sustainability; however, it is a weekend experience.

"---" 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

Beth Hooker

Sustainability Initiative Director
Office of the President

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:

1. Summer Food, Farm, and Sustainability Institute: A 6-week, interdisciplinary academic program focusing on food production and sustainable agriculture, centered at the vibrant Hampshire College Farm Center. Students, faculty, staff, and alumni come together as a living and learning community. Students gain hands-on work experience with the guidance of the Farm Center staff, learn through inquiry-based projects mentored by faculty with a range of expertise, and acquire ownership of knowledge through independent research projects. Initiated in 2012. Fourth annual Institute scheduled for summer 2015. Website:

<http://www.hampshire.edu/academics/Food-Farm-and-Sustainability-Institute.htm>

2. "Sustainability and the Sacred"

July 24-27, 2014

A program of Hampshire College Spiritual Life

In July 2013, students, parents, professors, administrators, religious leaders, and community activists from diverse spiritual backgrounds came together for the first Sustainability and the Sacred Program, experiencing profound insights and community.

Leaders who bridge specific spiritual and religious traditions, personal practices, and community and political activism for holistic sustainability will guide this second annual workshop/retreat.

This program explores spiritual and practical responses to the question: how do we deepen our awareness, transform our relationship to the living earth, and change course to address fully the climate crisis and other urgent environmental concerns?

<http://www.hampshire.edu/specialprograms/25435.htm>

3. Paid Summer Internships at the Hampshire College Farm. The Hampshire College dairy and vegetable CSA (community supported agriculture) hire student interns to work on the farm during the summer. Website:

<https://www.hampshire.edu/farm/internships-and-work-study-opportunities>

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

<http://www.hampshire.edu/academics/summer-programs.htm>

Sustainability Literacy Assessment

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

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

Beth Hooker

Sustainability Initiative Director
Office of the President

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:

A sustainability faculty development fund of \$75,000 (from gift from Gary Hirshberg) was allocated for faculty development grants for sustainability. Proposals approved for funding include the following, many of which were highlighted in a November Sustainability Faculty forum for the Board of Trustees:

- Course: Innovations for Change: a cross-school (5 faculty, one from each of the five-colleges) team-taught course to be developed over the spring of 2013 and taught in fall of 2013. Aimed at incoming and division I students. Organized by Steve Roof, Helen Scharber, and Sara Partan.
- Course: The Future of Food: a co-taught course with Mark Feinstein & Larry Winship (perhaps others as well) to be developed over the spring of 2013 and aimed to be taught in spring of 2014.
- Course: Buddhist economics: co-taught by Helen Scharber & Sue Darlington, to be taught in Spring 2013
- Faculty roundtable on sustainability organized by Naomi Darling & Gabriel Arboleda in school of Humanities, Arts and Cultural Studies. Featuring faculty from Hampshire College and the five colleges, to be held in spring of 2013; for wider faculty community.
- Lecture & workshop: a lecture series focused on sustainability and its critiques, organized by faculty in school of Critical Social Inquiry, to be held fall of 2013.
- Alumnus Teaching associate for the course "Following the Food" being taught by Kim Chang, school of Critical Social Inquiry in Spring 2013
- Summer or January term (winter break) workshop for faculty on "sustainable community", organized by faculty in school of Critical Social Inquiry

School for Interdisciplinary Arts

- Natalie Sowell, "Take the Show on the Road" – production based course. Spring 2014
- Natalie notes: "(this show) teaches young people about life cycles, ecosystems, physical and metaphorical reaping and sowing, and

suggests that it is everyone's responsibility to care for the earth and one another in order to thrive.”

- Michael Lesy

- o Guest Artist/Scholar Residency of Tyrone Martinsson – visual documentary. Spring 2013

- This artist/scholar has documented the erosion of the polar caps through stunning photographs, and lectures internationally on the impact of the phenomenon. Central questions: How should people steward natural resources? Who has the right to preserve or exploit minerals and other resources emerging in the polar regions as ice recedes? How will those decisions be made? How is human intervention in the region changing it already, and to what end?

- Jill Lewis

- o Reading/Discussion Group with Christian McEwan – sustaining creativity and connection in the digital age. Spring 2013

- This proposal establishes a small reading/discussion group of (5-6) IA Faculty, crossing creative zones, that focuses on *World Enough and Time: On creativity and slowing down* (written by Christian McEwan). Goals include the enhancement of our work with students, and the development of more ‘mindfulness’ of the world and our immediate environment.

- Will MacAdams

- o Guest Artist Residency of Double Edge Theatre – sustaining our bodies, minds & spirits, and using theatre as environmental activism. Spring 2013

- This residency seeks to provide students with a new set of performance skills, and to demonstrate that a sustainable life in the theatre is possible, even in financial times such as these.

- Final campus wide event, sponsored by Dean of Faculty office, November 2013, in conjunction with Trustees meeting. Also will have a student and alumni symposium.

SPRING 2012--call for sustainability proposals for courses and experiences. The following were funded:

-Integrating Multidisciplinary Water Issues into Courses: A Faculty Course Development Workshop. Organized by Christina Cianfrani, Michael Klare, and Marushka Grogan

- Sustainability Dérive: a study of sustainability in the city of Holyoke with students, staff, and faculty from the Five Colleges

- The Heat Initiative: a project for Spring 2013 to engage a diverse constituency of students exploring unexpected angles of heat generation.

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

Financial support: stipends to support time spent developing sustainability courses and faculty workshops and funds to support resulting projects. Funding sources from Hirshberg grant, Luce Foundation grant, Lydia B. Stokes grant and Dean of Faculty office funding

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

http://www.hampshire.edu/academics/index_dof.htm

Campus as a Living Laboratory

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

Criteria

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

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

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

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

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

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

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

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

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

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

PORTAL PROJECT: LIST OF STUDENTS INVOLVED IN PORTAL COMMITTEE; PLUS STUDENT WHO IS DOING DIV III WORK ON THE "RED LIST" (SENT EMAIL TO CARL WEBER)

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:

VERVANE INTERNS--DESCRIPTION OF WORK OF WALTER AND ALEX

ANY STUDENTS WORKING DIRECTLY WITH BON APPETIT? ASK JIM.

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

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

ORCHARD TEAM--ASKED MATT K. FOR SUMMARY

MEADOWLANDS--INCLUDE SUMMARY (BETH) + LINK TO VIDEO

COMMUNITY GARDEN: LINK TO VIDEO?

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

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

BIKE STUDENTS?--ASK MATT K.

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 INVOLVED WITH WASTE MANAGEMENT DECISION--JUST MEMBERS OF THE ENVIRON COMMITTEE.

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

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning &

Governance and the positive outcomes associated with the work:

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

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

ASK JOSIAH LITANT

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:

ARE THERE ANY STUDENTS WHO WERE INVOLVED WITH THE INVESTMENT CONFERENCE?

HOW ABOUT THE STUDENT WHO DID THE DOCUMENTARY ON INVESTMENT??

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

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

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

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:

20

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

121

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

5

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:

[Faculty Research Hampshire College_1.pdf](#)

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

see attached research inventory.

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

Instead of traditional, single-discipline departments, Hampshire's curriculum is organized into five interdisciplinary schools. All schools have Deans. For this survey, the Deans gave summaries of their faculty research. There is research related to sustainability in all of the five schools. The schools are described below.

School of Cognitive Science

The School of Cognitive Science (CS) engages students with interests ranging from psychology, philosophy, and neuroscience to animal behavior, child development, computer science, digital multimedia, and linguistics.

School of Critical Social Inquiry

The School of Critical Social Inquiry (CSI) includes faculty trained in history, psychology, psychoanalysis, anthropology, economics, sociology, politics, law, philosophy, cultural studies, and education. What unites CSI is a common commitment to understanding the processes of social and cultural formations and their implications.

School of Humanities, Arts, and Cultural Studies

School of Humanities, Arts, and Cultural Studies (HACU) engages students with interests ranging from philosophy, literature, film, video, photography, history, dance, painting, art history, cultural theory and history, critical theory, religious studies, studio arts, to ancient studies, music, American studies, media studies, environmental design, and architecture.

School for Interdisciplinary Arts

In the School for Interdisciplinary Arts (IA), students and professors work across boundaries of art forms such as theatre, sculpture, writing, literature, children's theatre, creative drama, and arts and social action.

School of Natural Science

School of Natural Science (NS) students involve themselves in original scientific research. Areas of interest include environmental sciences, agricultural studies, health sciences, and more. Students can--and do--concentrate in almost every branch of science, from astronomy and bioengineering to marine ecology and genetics.

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

See research inventory for descriptions of notable research.

In addition, research with students that is helping to change campus culture:

Hampshire College Solar Project:

Steve Roof, Larry Archey, Beth Hooker

In July 2014, a sub-committee of Hampshire's Environmental Committee comprised of faculty and staff began a process to select a solar firm for ground mounted solar arrays on campus. The Trustees of Hampshire College approved a partnership with a working group consisting of Solar City, Gehrlicher Solar, and Solar Design Associates and several sites across campus have been selected for solar development. Research on the economic and agricultural impacts of the solar project were conducted by Larry Archey and Beth Hooker respectively. Research on the greenhouse gas emission mitigation of the solar project was conducted by Steve Roof, professor of Earth and Environmental Science at Hampshire College. Several presentations were held on campus from December 2014-January 2015 to present this research to the Hampshire Community for feedback and discussion.

Steve Roof & Beth Hooker - Meadowlands Project

In Fall 2012 Sustainable Hampshire course, several first-year students developed a proposal to convert mowed lawns to ecologically-diverse meadows and useful hay pastures. Hampshire College President Jonathan Lash endorsed their idea, and asked that a full proposal be developed. Several additional students have been working on the project this spring, studying the soil types, identifying appropriate plants and wildlife to enhance, and developing maintenance plans.

<https://sites.hampshire.edu/educatingforchange/2013/06/10/transforming-lawns-into-meadows/>

<http://www.youtube.com/watch?v=gXeC5wTXVn8>

Chemistry professor Dula Amarasiriwardena worked with students in a course last fall to verify that tap water meets all EPA standards. This faculty/student research is part of Hampshire's work on sustainability and ceasing to sell bottled water. Results were posted for the community.

[http://www.hampshire.edu/news/Students-Test-of-Water-Quality-Taps-into-Excellent-Results-26130.](http://www.hampshire.edu/news/Students-Test-of-Water-Quality-Taps-into-Excellent-Results-26130)

[htm](#)

The website URL where information about sustainability research is available:

http://www.hampshire.edu/academics/faculty_bios.htm

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

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:

DIVISION III THESIS PROJECTS: In the final year, students undertake a major independent study project with the guidance of a committee. Typically, Division III projects explore in depth a specific aspect of the student's Division II work. Division III students devote the major part of their time to the independent study project.

Students must also undertake two advanced educational activities while they are engaged in Division III work. The first of these activities must be an advanced level course or supervised teaching activity. The second may be one of the above activities, a supervised internship, or a course of independent study for which the student is properly registered.

Students interested in sustainability are encouraged to pursue relevant research in support of their thesis. For list of Division III projects related to sustainability, please see section AC2, Learning Outcomes.

2. Natural Science Student Endowed Funds

<https://www.hampshire.edu/natural-science/ns-student-endowed-fund-awards>

3. Various scholarships offered – CAREER OPTIONS RESOURCE CENTER maintains a listing online

http://www.hampshire.edu/index_corc.htm

<https://www.hampshire.edu/corc/hampshire-funding-for-projects-and-internships>

4. Pervasive opportunities for in-class research projects, and independent studies
(Information and examples are available across our College website)

5. Hirshberg Internship grants: Funded a series of internships, placing students:

- o Owen Gilroy, World Resources Institute, DC
- o Martin Jutres, Clean Edison, New York City
- o Julie Pedtke, Nuestras Raices, Holyoke
- o Akhanda Shrestha - Stonyfield, New Hampshire
- o Juecheng Zhao, World Resources Institute - China

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

<https://www.hampshire.edu/academics/division-iii-advanced-studies>

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:

Standard Faculty Development funds can be used to encourage faculty research in sustainability. The office of foundation and government relations (OFGR) provides a range of services to build partnerships between Hampshire College and public and private organizations, supporting faculty research and institutional programs and initiatives.

Sustainability Curriculum Grants: Allocated funding to all 5 schools and the Dean of Faculty for faculty curriculum grants. Event scheduled for November 14, 2013 for faculty to highlight their accomplishments to the community, including the Board of Trustees. There were 23 funded proposals, including:

- Artist Residency: Sustainability in Ethnomusicology; Junko Oba
- Artist Residency: Tyrone Martinsson; Michael Lesy
- Five College faculty Roundtable on Sustainability; Arboleda and Darling
- Tutorial on Sustainability and Extinction; Christopher Cox

- Course: Buddhist Economics; Sue Darlington + Helen Scharber
- Research: Greening large-scale synthesis of pharmaceuticals; Rayane Moriera
- Workshop: Climate change, militarism and sustainability; Betsy Hartmann
- Lecture and workshop on Waste, Teddy Cruz; Hiba Bou Akar
- Guest artist residency of Double Edge Theater; Will MacAdams
- Workshop on sustainable community; Myrna Breithart
- Course: The future of food; Feinstein, Winship and Sharber.

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

<https://www.hampshire.edu/giving/ofgr.htm>

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:

From the Faculty Handbook:Scholarship/Art

Sustaining the high quality, currency, and reputation of Hampshire's educational program as well as consistent excellence in teaching across the college demands a professionally active faculty. All faculty members are required to engage in scholarly/artistic activities that reach beyond the college and to produce work of high quality. Faculty members are expected to publish work in forms and forums that allow evaluation by other scholars or artists in their fields. Productions, performances, exhibitions, or other products of scholarly/artistic work that are professionally analogous to publication will be evaluated as publications when appropriately documented. In this document the terms scholarly/artistic publication or publication include these equivalents to conventional publication in cases where they are relevant to a faculty member's work.

Hampshire encourages a range of scholarly/artistic publication that is wider than conventional disciplinary research or creative endeavor. Faculty members are encouraged to work on new questions, to use unconventional methods, to undertake interdisciplinary projects, and to expand traditional conventions. Scholarship at Hampshire includes the publication of curricular materials, such as textbooks or readers, and contributions to the scholarly literatures on pedagogy and student assessment. Publication in civic or popular forums that grows from the faculty member's intellectual work is encouraged. In addition to publication, significant components of a faculty member's scholarly record can include securing grants, professional activities in scholarly organizations, or work in the wider public community when appropriately documented and evaluated.

Faculty members are encouraged to document the relationship between their scholarship and teaching. Scholarly work that enriches a person's teaching or expands learning opportunities for students is particularly valued at Hampshire.

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

http://www.hampshire.edu/academics/index_dof.htm

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:

Library's support for sustainability:

The Harold F. Johnson Library supports sustainability research and learning by facilitating access to resources that critically assess the social, economic, and environmental issues that our world faces today. While the Library does not allocate a specific portion of its budget towards sustainability or sustainability research, sustainability is an integral aspect of much of the research occurring at Hampshire College. Hampshire selects books and journal subscriptions to support the curriculum, and as such provides a diverse collection aimed at supporting critical inquiry into economic, environmental, and worldly concerns. Hampshire College is the first among the Five Colleges to subscribe to Ebsco's Sustainability Reference Center, a full-text database that covers many areas fundamental to the study of sustainability and is an essential tool in teaching.

The Librarians also seek to inform students and faculty on the current environment of academic publishing. From engaging students with the current costs for academic publishing, and offering education into the barriers that traditional publishing enforces, the library helps develop a cadre of students who recognize the costs of the current scholarly system, and the benefits of Open Access.

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

<https://www.hampshire.edu/library/709.htm>

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

Criteria

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

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

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

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

5

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

0

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

n/a

A copy of the open access policy:

The open access policy:

n/a

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:

Hampshire has a DSpace repository for faculty scholarly work

<https://dspace.hampshire.edu/>

Student Division III projects are archived in this repository

The library has developed resource guide on Open Access

<http://libguides.hampshire.edu/openaccess>

Journal produced by a Hampshire faculty member published in an open-access repository is Sandra Mathews' Tran Asia Photography Review, published in collaboration with the University of Michigan Library.

<http://tapreview.org/about.html>

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

Beth Hooker

Sustainability Initiative Director

Office of the President

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

1,500

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

Climate Justice League

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

15

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

Climate Justice League works to engage the Hampshire and Pioneer Valley communities on issues of environmental sustainability through education, collaboration, and direct action. Striving to foster love, care, and respect for the earth and to ensure Hampshire College a more just and sustainable future.

- Work alongside the Five Colleges to pressure administrations to divest from the fossil fuel industry.
- Work to block future dirty energy proposals and close those in operation.
- Organize and celebrate with

350.org

- Attend rallies, convergences, and protests in and out of state.
- Hold multiple film screenings a month.
- Invite guest speakers on climate justice
- Reach out to Five College Professors to give lectures.
- Examples in Fall 2013: a rally at University of Massachusetts, a teach-in at Amherst College, and sending Climate Justice League members to Pittsburgh for the national Power Shift conference.

15 students involved; outreach to 1,500 students plus faculty and staff

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

Self selection; student organizations

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

Sent to conferences through the office of Campus Leadership and Activities. Collaborate in training with environmental groups at all the Five College campuses.

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

The Climate Justice League gets funding through the Student Activities fee for initiatives and programming and travel (e.g., travel to DC for Tar Sands protests, to which seven carloads of students attended).

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

Growing Farmers Collective

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

6

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

Growing Farmers Collective practices systems of ecological food production, engaging with the philosophies, skills, practices, and principles of a wide range of agricultural systems through weekly meetings and workshops open to the public. Field trips, site visits, and guests speakers are an important part of the program. Signers of Growing Farmers Collective lead their peers in key projects at the Hampshire College farm (seeding, winter greens growing and harvesting) and work with Hampshire College CSA Manager Nancy Hanson who provides mentorship and training.

Growing Farmers Responsibilities include:

- Promoting, organizing, and staffing the Winter Farmers Market to sell the produce the collective grows from Oct-May.
- Helping with work and construction projects on the Hampshire Farm
- Learning and teaching Greenhouse Management, Construction, and Maintenance
- Managing the Market Garden, a year-round student-run food production space on campus
- Learning and teaching farm machinery operation and participating in field work (cover crop seeding, tillage, cultivation)
- Learning and teaching plant propagation while starting plants for the Hampshire CSA

Students involved reach out to potentially 1,500 students (plus faculty and staff)

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

Members of the student group are self-selecting. Some members of the group are usually hired and employed by the Hampshire College Farm.

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

The Growing Farmers Collective interfaces with the Hampshire College Farm and receives training and mentorship from Nancy Hanson, the CSA Manager.

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

Student Groups are eligible for financial support through Fundcom

Growing Farmers also interacts within the larger context of Food Farm and Sustainability initiatives on campus. The group is represented on the Food Farm and Sustainability Advisory Committee.

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

Community Garden Group

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

20

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

The Community Garden group is responsible for the general maintenance and development of the open garden spaces. The group also serves as a forum for skill and knowledge sharing in the fields of ecology, agriculture, permacultural design and many other food related topics. Activities include upkeep of structures (the tool shed, fences, and the arbor), planting and management of perennial and annual plants, and coordination of independent student projects. Meetings, community project days, potlucks, and workshops all serve to educate

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

and empower students through active engagement with the principles and practices of community focused gardening and food production.

Peer to Peer Outreach:

-Work days in the garden

-Workshops on topics from container gardening to pruning to sustainable soil management.

-Permaculture experiments

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

a self-selecting student group

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

Various offices and staff provide direction (e.g., sustainability director Beth Hooker, CSA manager Nancy Hanson) serve as mentors and partners in student organized projects.

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

Student Groups are eligible for financial support through Fundcom

The Community Garden group works closely with the Hampshire College Farm and is also represented on the Food Farm and Sustainability Advisory Committee.

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

Campus Leadership and Activities

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

1,500

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

Campus leadership and activities is your office of student activities and programs. We are committed to supporting students as they endeavor to create student groups, plan programs, lead campaigns, and build community at Hampshire College. Our office staff is available to give advice, provide consultations, and answer any and all questions you have as you become an engaged participant in the life of the College.

Resources

Students looking for support with programs and activities have access to many resources in our office, including free copies (please provide your own paper); computer and printer access; use of our fax machine; free telephone use; student group mailboxes; a comprehensive student events calendar; and knowledgeable staff who are eager to help you.

Our office also processes all student group paperwork in conjunction with FundCom so come by to pick up necessary forms or to get help filling them out.

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

The Hampshire Student Union (HSU) is Hampshire College's student government. The HSU was formed over a two-year period from 2011-2013, during which student governance at Hampshire was completely reassessed and rebuilt. This community-wide process resulted in the writing of a document called Purpose, Values, and Scope, which has become HSU's guiding document. Purpose, Values, and Scope outlines the objective of the Hampshire Student Union, the values that guide and inform HSU's work, and the specific areas that fall under HSU's purview.

Unlike traditional student government associations, HSU does not have elected leaders who make decisions on behalf of the student body; all students are a part of HSU by way of their participation in the town meeting. The town meeting is a gathering of students that happens three times a semester, where information is shared, student-to-student discussions take place, administrators present issues of importance to students, and decisions are made. In addition to town meeting, there are several distinct functions that define the Hampshire Student Union:

Coordinating Board, which is responsible for facilitating and supporting all bodies of the HSU

Funding Committee, which provide funding from the student activities fee to finance student groups and events

Scope Groups, who manage the daily work of the student government

Committee of Ten, which provides oversight and accountability for the HSU as well as ongoing assessment of its operations

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

Various offices and staff provide direction serve as mentors and partners in student organized projects.

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

Student Groups are eligible for financial support through Fundcom, a student-run funding source.

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):

<https://www.hampshire.edu/studentlife/1071.htm>

Student Orientation

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

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.

Submission Note:

Example activities during orientation:

<http://www.hampshire.edu/studentlife/21511.htm>

Common Reading for Fall 2013 incoming students:

<http://www.hampshire.edu/studentlife/common-reading.htm>

"---" 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:

The College's Environmental Committee has worked with the Orientation Committee to incorporate sustainable education into orientation. Orientation student leaders talk with incoming students about recycling, composting, trash collection on campus. They are

given stickers to go on their reusable water bottles. At large meals during orientation we use bioware, 100% compostable products, and include an educational component so that students can learn about the process.

Incoming students were given LED lightbulbs, in exchange for their incandescent or LCD bulbs, as part of the first initiative of the Sustainability Revolving Fund.

An official welcome is given by the Environmental Committee on opening day.

A farm orientation group is held some years (with activities on the farm).

Tours of our College Farm Center are given to families of our new students.

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

<http://www.hampshire.edu/studentlife/4843.htm>

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

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
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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	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	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:

We have many student groups that focus on sustainability:

THE CLIMATE JUSTICE LEAGUE works to engage the Hampshire College and Pioneer Valley communities on issues of environmental sustainability through education, collaboration, and direct action.

THE HAMPSHIRE HONEYBEE COLLECTIVE brings our campus into political, ecological, and economic alignment with the interest and well being of honeybees and other pollinators. Partnering directly with the Hampshire College Farm Center, administration, alumni, and surrounding community, the HHC works to insure that we do our part in helping preserve one of the greatest workers in our global food security and general planetary wellbeing.

THE LOCAL FOODS INITIATIVE shares in seasonal bounty by cooking weekly meals from local ingredients and works to address issues of food/ farming in the region.

MIXED NUTS is the longest-running student group on the Hampshire campus. Since 1972, this co-op has provided inexpensive organic and natural food to the Hampshire community. Mixed Nuts is a storefront and buyers' club enabling campus community members to buy food in bulk.

THE GROWING FARMERS COLLECTIVE works alongside the Hampshire College Farm, helping to seed, weed, and harvest while learning about philosophies, skills, practices, and principles of a wide range of agricultural systems through weekly meetings and workshops. Growing Farmers holds a Winter Farmers Market, growing, harvesting, and selling produce from October through May at the Hampshire College Farm and in an unheated greenhouse that they manage.

THE HAMPSHIRE ORCHARD TEAM (a sub-group of Growing Farmers Collective) is using Hampshire's campus as a living laboratory by using holistic organic techniques to restore abandoned apple trees to healthy fruit production.

THE COMMUNITY GARDEN group is responsible for the general maintenance and development of the open garden spaces. The group also serves as a forum for skill and knowledge sharing in the fields of ecology, agriculture, permacultural design and many other food related topics.

GREENHOUSE GROUP: The Enfield Solar Greenhouse is a place for growing plants and food, learning about environmental sustainability, and for events that bring the Hampshire community together. Students who live in the adjacent Greenhouse Mod have always been responsible for the care and upkeep of the greenhouse. Residents are selected through an application process that looks for students who are interested in sustainable living and committed to the goals of the Enfield Solar Greenhouse.

REHAMPING is a student-initiated group whose goal is to involve students, faculty, and staff in the process of space-based transformations. It is their belief that on-campus spaces should reflect the needs and desires of the community as a whole. Their redesign work reflects our philosophy in that many voices are incorporated into our proposals.

HAMPSHIRE COLLEGE NATURALISTS foster stronger relationships between people and their environment. Through weekly meetings, networking, field trips, nature walks, and workshops, they work to get the Hampshire community involved in active learning about the local environment.

HAMPSHIRE ANIMAL RIGHTS serves as a forum for animal activists to discuss veganism/vegetarianism and its role in the Hampshire community.

The website URL where information about student groups is available:

[Campus Sustainability Data Collector | AASHE](#)

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:

1. HAMPSHIRE COLLEGE FARM CENTER: The Hampshire College Farm Center is a 100 acre farm using organic practices. 15 of the acres are vegetable fields, 60 acres are pastures and hay, and the remainder is wildlife habitat.

The Hampshire College Farm Center is a working farm and thriving educational center, providing agricultural programs for the College, local community members, and area school groups and camps.

The Community Supported Agriculture program (CSA) provides a model of farming directly linking consumers to farmers. With over 210 share members (feeding over 800 people), the CSA provides fresh organic produce to the campus and local community.

From studying animal behavior to agriculture, Hampshire students come from a wide variety of fields to use the Farm Center as a hub for investigating the intellectual, political, and scientific issues surrounding food production.

Internships and Work-Study Opportunities

Learning at Hampshire doesn't end in the classroom. Students here live their educations and, with the internship and work-study opportunities at the Farm Center, can grow their educations from the seed to the table and beyond.

2. HAMPSHIRE COMMUNITY GARDEN: Additionally, Hampshire College has a community garden located in the heart of the campus (1 acre). It is managed by students, and provides free open space for students, faculty, and staff to plant their own annual and perennial gardens. :

<http://www.hampshire.edu/discover/25742.htm>

3. ENFIELD SOLAR GREENHOUSE: The Enfield Solar Greenhouse is a place for growing plants and food, learning about environmental sustainability, and for events that bring the Hampshire community together.

The students who live in the Greenhouse Mod have always been responsible for the care and upkeep of the greenhouse.

Residents are selected through an application process that looks for students who are interested in communal, sustainable living, and are committed to the goals of the Enfield Solar Greenhouse.

<http://www.hampshire.edu/studentlife/19234.htm>

<https://hampedia.org/wiki/Greenhouse>

4. GREENWICH FOREST GARDEN: We also have the Greenwich Forest Garden, which was created as a permaculture project by a student as his final academic project in 2007. It has since been used by other students and classes as a learning tool.

https://hampedia.org/wiki/Greenwich_forest_garden

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

<http://www.hampshire.edu/academics/5728.htm>

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

1. MIXED NUTS is the longest running student group on the Hampshire campus. Since 1972, the co-op has provided cheap, organic, and natural food to the Hampshire community. Mixed Nuts is a storefront and buyers' club enabling members on the community to buy food in bulk. Run entirely by student volunteers without administrative funding, Mixed Nuts is a testament to student dedication. The store offers students the ability to sell homemade goods on consignment.

Mixed Nuts entry on Hampedia website:

https://hampedia.org/wiki/Mixed_Nuts

Mixed Nuts also offers its food for sale at the Prescott Tavern, a student-run space.

<http://www.hampshire.edu/studentlife/1078.htm>

2. THE NIGHT TRUCK is an established Hampshire College student run initiative in its fourth year with a college-wide fan base. The truck is a lively purple color with a fully equipped kitchen, licensed and insured for food service. Jake Hawkesworth, the founder/owner, graduated in December 2012, and his transition to Ethan Kaseff presents an opportunity to pass the truck to the next generation of entrepreneurs. Since its opening, The Night Truck's aim has been to bring delicious hot food and drink to Hampshire students during the post-SAGA hours of the night (i.e., after the dining hall closes), and to give late-night studiers a way to procrastinate and refuel. As of recently they have expanded to weekend daytime hours as well as obtaining the permissions to provide food for campus events and student group meetings.

Website:

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

3. THE GROWING FARMERS COLLECTIVE works alongside the Hampshire College Farm, helping to seed, weed, and harvest while learning about philosophies, skills, practices, and principles of a wide range of agricultural systems through weekly meetings and workshops. Growing Farmers grows and harvests produce on the Hampshire College Farm and holds a Winter Farmers Market on campus and sells fresh produce to MIXED NUTS (student run food co-op).

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

<http://www.thenighttruck.com/>

A brief description of the sustainable investment or finance initiatives:

The Hampshire College Sustainability Revolving Fund (SURF) provides loans for campus improvement projects that benefit Hampshire's sustainability by improving efficiency and conserving resources. The SURF exists to foster student, staff, and faculty involvement in increasing environmental, social, and fiscal sustainability at Hampshire College. Two types of projects can be funded by SURF: Efficiency projects that have a demonstrable and quantifiable reduction in fossil fuel energy costs, waste disposal costs, and/or water use costs and Innovation and Engagement projects that have indeterminate/intangible cost savings. The SURF is managed by the Environmental Committee which approves projects in consultation with the Hampshire College Business Office and Department of Facilities and Grounds.

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

<http://www.hampshire.edu/discover/25745.htm>

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

9/19/13

Is Militarism Sustainable? The Environmental Consequences of War and the National Security State
Guest Speaker: Meredith Crafton, "The Toxic Legacy of Nuclear Weapons Production"

9/19/13

Sustainability Transition Advisory Committee Dinner (#1 in Series) on Political Ecology
Guest Speaker: Betsy Hartmann

*9/24/13

Local Foods Fall Feast
A meal featuring local food prepared by the Local Foods student group?

9/26/13

Ecocidal Growth in India: Critiques and Alternatives
Guest Speaker: Aseem Shrivastava, co-author of Churning the Earth and the Making of Global India

*9/27/13

Open Forum for Portal (Living Building Project) design with the Bruner/Cott Architectural Team

10/3/13

The Ethics of Food with Alum Rabbi Justin Goldstein

10/7/13

The Story Behind the Food

Guest Speaker: Nicole Tocco, Senior Fellow for the Bon Appetit Management Company

10/8/13

Engaged Mindfulness and Holistic Sustainability with Susal Stebbins Collins, Contemplative Life Advisor

10/9/13

Race, Social Justice, and Sustainability with Anthony Thomas, Environmental Justice Coordinator at Youth Ministries for Peace and Justice

*10/19/13

Fall Festival at the Hampshire College Farm

10/22/13

Sustainability Transition Advisory Committee Dinner (#2 in Series) on Environment, Education and Communication with Steve Roof

10/23/13

The Ethics of Farming with Michael Doctor, Founder of the Food Bank Farm

11/5/13

The Collision Between Carbon and Climate

Guest Speakers: Tom Burke, Environmental Policy Adviser to the British Government and Industry; Visiting Professor at Imperial and University Colleges, London; and Founding Director of E3G, Third Generation Environmentalism.

11/5/13

Sustainability Transition Advisory Committee Dinner (#3 in Series) on Food, Farm and Sustainability with Beth Hooker, Director of Food, Farm and Sustainability at Hampshire College

11/12/13

Portal (Living Building) Project All-day Open Session: Living Building Design Challenge

11/14/13

Hirshberg Sustainability Initiative Symposium--Faculty and Students gave presentations about their work, supported by the Hirshberg grant.

11/18/13

Fundraiser for the Philippines: Dinner and Screening of "Climate Refugees" hosted by the Climate Justice League (student-governed)

11/19/13

Sustainability Transition Advisory Committee Dinner (#4 in Series) on Design, Art, Ethics, and Aesthetics with Laura Sizer

11/22/13

Growing Farmers Collective Open Dinner hosted by Growing Farmers student group

12/6/2013

Blessing of the Animals at the Hampshire College Farm with Campus Spiritual Live

1/28/14

Slow Money Pioneer Valley Entrepreneur Showcase hosted by the Slow Money Pioneer Valley Chapter

2/25/14

What is Environmental Justice: A PopDev Community Workshop

2/25/14

Climate Change as a Security Issue: Where Catastrophism Meets the Militarization of Human Migration

Guest Speaker: Gregory White, Professor of Government and Faculty Director of the Lewis Global Studies Center at Smith College

2/26/14

World Cafe: Emerging Future with Dr. Otto Scharmer of MIT, founding chair of the Presencing Institute

3/5/14

The Five Mindfulness Trainings: Building a Culture of Sustainability with Michael Ciborski, Founder and Dharma Teacher at the Morning Sun Community

3/7/14

Open Meeting regarding the Climate Action Plan hosted by the Environmental Committee

3/12/14

Engaged Mindfulness for Social Sustainability Dinner (#1 in Series) on Mindful Relationships with Contemplative Life Advisor Susal Stebbins Collins

3/25/14

What is Environmental Racism? A PopDev Community Workshop

3/26/14

Engaged Mindfulness for Social Sustainability Dinner (#2 in Series) on Mindful Consumption with Contemplative Life Advisor Susal Stebbins Collins

4/2/14

Engaged Mindfulness for Social Sustainability Dinner (#3 in Series) on Facing Injustice with Contemplative Life Advisor Susal Stebbins Collins

4/4/14

Fruit Tree Grafting Workshop with Fruit Master Edgar Foudray, Hosted by Growing Farmers Collective

4/9/14

Dirty Energy Roadshow: Intersections between nuclear, coal, and natural gas extraction

Organized by student Kim Selznick

4/17/14

An Activist Evening with Tanya Fields: 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.

4/22/14

Hampshire College Farm Earth Day Open House

A chance for the college community to meet the farm staff and tour the farm

4/22/14

Keynote address by Robert D. Bullard: Often described as the father of environmental justice, Bullard is author of 17 books addressing issues of sustainable development, environmental racism, urban land use, climate justice, emergency response, and regional equity. In 2008, Newsweek named Bullard one of 13 Environmental Leaders of the Century and in 2013, he was honored with the Sierra Club John Muir Award.

4/23/14

Climate Change and Human Survival: Panel Discussion on the Implications of the IPCC's Report on the Social Impacts of Climate Change. with Hampshire President Jonathan Lash, Betsy Hartmann, and Michael Klare

4/24/14

Community Meditation on Deep Connection and Honoring our Relationship with the Earth
With Contemplative Life Advisor Susal Stebbins Collins

4/25--26/14

Designing for Success: Ecological Restoration in Times of Change
Co-sponsored by the Society for Ecological Restoration – New England Chapter (SER-NE) and the Conway School Master of Science Program in Ecological Design.

5/7/14

Lecture: the State of Chinese Agriculture, Policy, and the New CSA Movement.

9/3/14

Volunteer Workday at the Hampshire College Farm with Bon Appetit Fellow Nicole Tocco

9/4/14

Come hear about Hampshire's Healthy Food Transition and partnership with dining service provider Bon Appetit Management Company. Nicole Tocco and Jim Lachance of Bon Appetit Management Company and Jess Marsh Wissemann, Hampshire's Food, Farm and Sustainability Coordinator will lead a discussion on campus dining including sourcing local food, and strategies for sustainability in dining hall operations.

9/15/14

More than Just a Protest: Preparing for the Climate March

Join PopDev in a conversation with Hampshire College President Jonathan Lash. President Lash will share his insider knowledge of the U.N. climate conventions and agreements. We'll discuss the political obstacles towards progressive climate policy in the international and domestic arenas, past failures and successes of international climate agreements, specifically the Kyoto Protocol, and the role citizens and non-governmental organizations play in the negotiations.

9/23/14

The Annual Fall Feast

Bon Appetit caters a meal comprised of food from within a 150-mile radius of campus! Free for students, faculty, and staff!

10/7/14

H. Patricia Hynes tells the story of Agent Orange's harmful legacy on reproductive and environmental health. More than forty years after the beginning of the Vietnam War, those living in contaminated areas are still fighting the dangerous toxin in their water, land and bodies. Hynes, director of the Traprock Center for Peace and Justice, will share stories of 3rd generation Agent Orange survivors--many of whom are living with disabilities caused by the toxin.

10/25/14

Fall Festival at the Hampshire College Farm

An afternoon of live music, local food, and fun for all!

11/8/14

The Beehive Collective presents MesoAmerica Resiste! Co-sponsored by Transition Hampshire and the Transition Mod. Presentation of narrative poster that documents resistance to the top-down development plans and mega-infrastructure projects that pave the way for resource extraction and free trade, highlighting stories of cross-border grassroots social movements and collective action, especially organizing led by Indigenous peoples.

11/10/14

Local Foods Cooking Class at the Hampshire College Farm with Alum Molly Merrett
Students learned how to prepare a meal from local vegetables (provided by the Hampshire College Farm)

11/12/14

Own our Food: A panel discussion featuring speakers to focus on non-traditional labor organizing and bringing the voice of the workers to the sustainable food movement in the Pioneer Valley.

12/11/14 Solar Information Session

The Environmental Committee invites everyone to learn about the proposed Hampshire College Solar Array. We will share with you our commitments and guiding principles, the process for selecting possible sites, the potential locations, as well as how the project relates to our Climate Action Plan. This is the first in a series of opportunities to engage with the project.

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

<https://intranet.hampshire.edu/calendar/thyme/index.php?calendar=Hampshire%20Events>

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

11/4/13

"Chasing Ice" Film Screening
Hosted by Climate Justice League (student-governed)

11/12/13

Coracle in the Red Barn with musicians and naturalists Cynthia Hughes and John Crockett

12/11/13

Planet Earth Film Screening by the Hampshire College Naturalists

2/16/15

Screening of Cowspiracy by Hampshire Animal Rights Group and discussion about environmental impacts of cattle.

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

<https://intranet.hampshire.edu/calendar/thyme/index.php?calendar=Hampshire%20Events>

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

Hampshire's Outdoors Program/Recreational Athletics (OPRA) engages students in outings and activities such as rock climbing, skiing, kayaking, hiking, whitewater rafting, yoga, and aquatics. Students learn respect for self, others, and the environment, and have a safe, fun,

and educational experiences on OPRA's worldwide trips. Developing outdoor leadership skills and opportunities is an OPRA programmatic goal.

Outdoor Activities and Trips

<http://www.hampshire.edu/opra/10698.htm>

OPRA courses

<http://www.hampshire.edu/opra/9319.htm>

OPRA plays the leadership role in organizing the Five College Outdoor Festival.

See

<http://www.hampshire.edu/opra/10139.htm>

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

http://www.hampshire.edu/studentlife/index_opra.htm

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

1. Sustainable Hampshire is an ongoing (five-year) process of transitioning the College as we build an even more vigorous "culture of sustainability." It began during 2012/13 with the Healthy Food Forum and ongoing discussions of a Healthy Food Transition.

<http://www.hampshire.edu/discover/sustainable.htm>

2. Fall 2013 opened with discussions of the common reading for new students, "Garbology: Our Dirty Love Affair with Trash." Author Edward Humes, a Hampshire College graduate, spoke on campus. Discussions around the book continued throughout the fall semester for new students in their tutorial classes, providing a theme for them as they build social learning groups and delve into the Hampshire model of education.

3. Themed living experiences:

There are 4 sustainability themed apartments "mods" housed in the Greenwich complex on campus. Each mod receives vegetable CSA shares from the campus farm's CSA program. Members of these mods participate in targeted programming with the students in the LLC.

A. Transition Mod (2 units)

Born from the frustration of an unsustainable lifestyle, the Transition Hampshire Mod aims to close the gap between the just future we desire and our everyday reality. The 10 residents (5 in each Mod) will take multiple small changes in their lifestyle while monitoring energy usage, hosting community events, an EPEC class, and advocating for more just choices on campus. Commitments include:

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sourcing food from all local/seasonal/responsible sources, monitoring and publishing all energy usage, utilizing all non-toxic, natural cleaning methods. We welcome any suggestions about how to make our mod and our lifestyles, more sustainable!

B. Upcycling Mod

The aim of upcycling is to re-purpose something that would otherwise be considered waste & to 'up' its value and quality by doing so. The goal of this community is to create a sustainable space that provides opportunities to design new products, lessen unnecessary waste, teach, learn and generally promote upcycling.

C. Vegan Mod

Students living in the Vegan mod do not eat animal products. Meals are often cooked together and programming is provided to share information about veganism with the community.

4. The Environmental Justice and Sustainability Living & Learning

Housed in one of the dorms, the Environmental Justice and Sustainability Living & Learning Community will introduce participating students to the healthy food systems, campus operations, creative curricula, and innovations in campus life that comprise the foundation of the Sustainable Hampshire initiative. Residents of the LLC are introduced to Div II and Div III peers, faculty and staff, and local community partners connected to this work and to other environmental justice and sustainability efforts in the Pioneer Valley. This year, The Environmental Justice and Sustainability LLC went together to the People's Climate March in New York City. The students also participated in workshops on the transition movement, mindfulness, and resilience, learned how to make organic and sustainable personal care items, visited a local grassroots urban agriculture organization and farm, took cooking lessons at the Farm Center, went to the Sirius eco-village and educational center, and attended special screening of the documentary film Oil & Water. The LLC is co-sponsored by the Dean of Students Office and Office of the President.

The website URL where information about the theme is available:

<http://www.hampshire.edu/news/Garbology-Selected-as-Common-Reading-for-Fall-2013-26103.htm>

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

1. Greenhouse Mod:

Students who live in the Greenhouse Mod have always been responsible for the care and upkeep of the Enfield Greenhouse, a place for growing plants and food, learning about environmental sustainability, and for events that bring the Hampshire community together. Residents are selected through an application process that looks for students who are interested in sustainable living and committed to the goals of the Enfield Solar Greenhouse.

2. Transition Mods: Student apartments dedicated to sustainable living:

There are two "Transition Towns" in the on-campus "Mod" apartment complex.

"Transition Hampshire is a part of the global Transition Town movement to make communities healthier, happier, and more just from the bottom up. We encourage the community to come together across identity and ideology and use our collective power to create the positive, just future that is only possible when we work together to create it."

Through a student-led initiative to enhance awareness of sustainable living practices, our admissions tour room (and unoccupied, model space) is equipped with appropriate lighting, a power strip that shuts off, reusable water bottle, energy star refrigerator recommendation, reusable bag slung across the back of the chair, drying rack, etc.

3. Upcycling Mod

The aim of upcycling is to re-purpose something that would otherwise be considered waste & to 'up' its value and quality by doing so. The goal of this community is to create a sustainable space that provides opportunities to design new products, lessen unnecessary waste, teach, learn and generally promote upcycling.

4. The Environmental Justice and Sustainability Living & Learning Community

The Environmental Justice and Sustainability LLC will introduce participating students to the healthy food systems, campus operations, creative curricula, and innovations in campus life that comprise the foundation of the Sustainable Hampshire initiative.

Residents of the LLC will be introduced to Div II and Div III peers, faculty and staff, and local community partners connected to this work and to other environmental justice and sustainability efforts in the Pioneer Valley. The Environmental Justice and Sustainability LLC is co-sponsored by the Dean of Students Office and Office of the President. Regular programming for the LLC has included

- workshops on mindfulness, resilience and the transition movement
- workshop on organic and sustainable soap-making and personal care items
- a trip to a local grassroots urban agriculture organization and farm
- cooking lessons at Farm Center
- a trip to Sirius eco-village and educational center
- a special screening of the documentary film Oil & Water

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

<https://www.hampshire.edu/housing/living-and-learning-communities>

A brief description of sustainability-focused student employment opportunities:

ON CAMPUS Employment Opportunities:

Sustainability Intern

The Sustainability Intern works with Beth Hooker, sustainability initiative director, on new and on-going initiatives. The intern will coordinate with student groups to highlight student-led initiatives, through use of social media and other avenues. The intern will also coordinate existing initiatives, such as the LED lightbulb exchange, work on the implementation of the Climate Action Plan, and design educational materials to promote sustainable living on campus and beyond.

Kendall Intern, Spring 2015

Research and analysis of methods for evaluating Hampshire's 100% Local Food Challenge.

Seeking an intern to work closely with Hampshire's Food, Farm, and Sustainability Director and Program Coordinator as well as dining service managers to track and record Bon Appetit's local purchasing practices in the context of Hampshire's 100% Local Food Challenge. The Intern will also conduct preliminary research and analysis around the Real Food Challenge in comparison to Hampshire's Sustainable Food Purchasing Guidelines. Working with Jim Lachance, General Manager of Bon Appetit Dining Services, the Intern will identify all local food producers currently working with Hampshire College and will evaluate those farms and businesses using both the Sustainable Food Purchasing Guide and the Real Food Challenge Guidelines. This internship will provide opportunities for the student to interface with the Real Food Challenge chapters at the Five Colleges and attend RFC trainings and meetings. At the culmination of the internship, the student will be asked to present their research and provide a recommendation on best practices for a comprehensive dining service

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audit to support and document Hampshire's progress toward 100% Local Food Challenge.

This position requires a good deal of independent work, with weekly consultation with Beth Hooker, Jess Wissemann and Jim LaChance. The position pays \$9 per hour, for 10 hours per week throughout the Spring 2015 semester.

Kendall Interns 2014

(100% Local Food Challenge)

Two interns will work with Beth Hooker, sustainability initiative director, and Jess Marsh, program coordinator, throughout 2014. The Healthy Food Transition aims to transform the way the community interacts with food—from production to consumption—and how the local community is part of them. The intern will work on projects related to the evaluation of the farm center, dining services, land use, and much more to inform the future direction of the Healthy Food transition. These interns will also meet with student interns at the other Five College institutions to develop strategies to promote and highlight collaborative approaches to sustainable food procurement, as part of the “Sustainable Food for the Five Project”.

Vervane Interns 2014

(Food, Farm and Sustainability Strategic Planning)

One intern works closely with Nancy Hanson, CSA farm manager, and Beth Hooker, Director of Food, Farm and Sustainability, on key aspects of the strategic plan for Hampshire College Farm, particularly with regard to vegetable farming. A second intern works with Shannon Nichols, livestock and grasslands manager, and Beth Hooker, Director of Food, Farm and Sustainability, on key aspects of the strategic plan for Hampshire College Farm, particularly with regard to animal husbandry and farm products.

Both interns contribute to projects related to the evaluation of the farm, dining services, land use, and much more to inform the future direction of the Hampshire Farm. The CSA intern provides background research on topics ranging from season extension to crop selection to viability of land for vegetable production. Intern also researches opportunities for entrepreneurial ventures. The livestock/grasslands intern provides background research on topics ranging from meat production to alternative crop production for use as animal feed. Intern also researches opportunities for farm enterprises, including value-added dairy and meat products.

Hampshire College CSA internship (4 intern positions offered every summer)

The Hampshire College Community Supported Agriculture (CSA) internship program provides a hands-on working/learning experience designed for college students interested in sustainable agriculture.

Interns will work alongside the CSA Manager to carry out the daily operations of organic vegetable production on the Hampshire College Farm. Normal working hours are Monday-Friday 7am-4pm with a one-hour lunch break. Some weekend hours will be required. Interns must have a valid drivers license.

Responsibilities include:

- greenhouse seeding and watering
- field preparation
- transplanting and direct seeding
- weed control including tractor cultivation and hand hoeing
- organic pest control
- planting and managing cover crops
- assisting Hampshire College professors with on-farm research

Throughout the summer, interns will be given written learning materials including information on soil health, plant fertility, weed, disease and insect ecology as well as specific crop rotation plans, seed orders, planting schedules and cover crop plans. Interns will have the opportunity to conduct their own on-farm research projects if they wish. There will be one intern who dedicates 10 hours per week managing the community garden on campus. Another intern will dedicate 10 hours per week managing the Growing Farmers' greenhouse and related activities.

Food, Farm and Sustainability Institute Liaison Intern--CSA

(1 position offered every summer)

A FFS Institute liaison intern will work as a CSA intern for the bulk of the summer. From May 26 to July 18, the FFSI Liaison intern will spend an average of 20 hours per week assisting with the summer Food, Farm, and Sustainability Institute. FFSI is a for-credit program for college students and high-school seniors. The FFSI Liaison intern, under the direction of the CSA Manager, will lead FFSI students in farm chores, help students and professors set up and monitoring on-farm research projects, coordinate between the farm staff and the FFSI professors, drive college-owned vans for field trips, and assist with other FFSI educational activities.

Hampshire College Livestock and Grassland Internship

(2 intern positions offered every summer)

The Hampshire College Livestock and Grassland internship program provides a hands-on working/learning experience designed for college students interested in sustainable agriculture.

Interns will work alongside the Livestock and Grasslands Manager to carry out the daily operations of organic vegetable production on the Hampshire College Farm. Normal working hours are Monday-Friday 7am-4pm with a one-hour lunch break. Some weekend hours will be required. Interns must have a valid drivers license.

Responsibilities include:

- General care of livestock
- Pasture maintenance
- Harvesting hay
- Management of hay land
- Daily milking chores, in season
- Dairy Value-adding
- Inventory management
- Egg harvesting and care
- Equipment use appropriate to skill level

Throughout the summer, interns will be given written learning materials including information on soil health, grassland management, humane care of animals using organic principles, production of value-added livestock products, forage harvesting and farm management. Interns will have the opportunity to conduct their own on-farm research projects if they wish.

Food, Farm and Sustainability Institute Liaison Intern—Livestock/Grassland

(1 Position offered every summer)

A FFS Institute liaison intern will work as a livestock/grassland intern for the bulk of the summer. From May 26 to July 18, the FFSI Liaison intern will spend an average of 20 hours per week assisting with the summer Food, Farm, and Sustainability Institute. FFSI is a for-credit program for college students and high-school seniors. The FFSI Liaison intern, under the direction of the Livestock/Grassland Manager, will lead FFSI students in farm chores, help students and professors set up and monitoring on-farm research projects, coordinate between the farm staff and the FFSI professors, drive college-owned vans for field trips, and assist with other FFSI educational activities.

INTERNSHIP OPPORTUNITIES through off-campus connections:

Organization: Kendall Foundation and Boston Public Market Association

Internship Description: mid-May to mid-August 2015

Hours per week: 40 hours per week, Monday - Friday

This unique internship program will take place at both the Henry P.

Kendall Foundation and Boston Public Market Association in downtown
[Campus Sustainability Data Collector](#) | [AASHE](#)

Boston. The goal of the program is to expose the intern to the field of philanthropy and New England food systems work as well as provide an in-depth experience with an emerging nonprofit organization in Boston.

The Henry P. Kendall Foundation is a small family foundation based in Boston, MA. The Foundation uses its grants budget and additional capacity-building support to help create a resilient and healthy food system in New England that increases the production and consumption of local, sustainably produced food.

www.kendall.org

The Boston Public Market Association's mission is to develop and operate a permanent year-round market in Boston that provides fresh, healthy food to consumers of all income levels and nourishes our community. It will educate the public about food sources, nutrition and preparation. The Boston Public Market will open this summer. Once open it will be the only locally sourced market of its kind.

www.bostonpublicmarket.org

<http://sites.hampshire.edu/ffs/files/2015/02/HPKF-BPMA-Intern-Description-2015.pdf>

Organization:

Australis operates some of the most innovative and environmentally-friendly fish farms, with locations in the U.S. and central Vietnam. Their diversified farming base gives them the ability to supply saltwater farmed, fresh, and frozen barramundi of exceptional quality on a year-round basis.

Internship description: The intern will work as a member of the Australis fish culture team and will gain an understanding of the daily operation of the farm, and have the opportunity to understand and help manage water chemistry, fish husbandry, and other aspects of commercial farm operations. The intern should be able to lift 50 lbs.

Stipend/Dates: \$500. Internship dates somewhat flexible.

Location: Turners Falls, Massachusetts

Alumnus: Josh Goldman 81F

Organization:

Greenpeace, a leading independent environmental organization that utilizes bold action, cutting-edge research and creative communications to protect the earth.

Internship description:

Student will work with a research team responsible for strategic and tactical research to support Greenpeace campaigns and activities, including global warming, forests, toxics, oceans, and other campaigns. Interns will be interested in applying their knowledge of environmental issues and sharpening research and writing skills, while learning about the various environmental issues Greenpeace covers from a global perspective. You will work with experienced environmental activists along with communications and grassroots experts, and will participate trainings such as non-violent direct action, corporate research, media relations, and more. The internship work program will be tailored to the student's aspirations, interests, and skills. Applicants must also apply via the GreenPeace website.

Stipend/Dates: Unpaid. The internship term runs from June 3-August 9.

Location: Washington, D.C.

Alumnus: Kert Davies 80F

Organization:

Holiday Brook Farm, located in the beautiful Berkshires, produces vegetables for 150 member CSA, farmstand, farmer's market, and some wholesale, as well as hay, firewood, maple syrup, and lots of compost. Our multi-species livestock operation includes pastured pigs, beef cattle, and sheep for Meat CSA and other venues.

Internship description:

Opportunities include rotational, multi-species grazing. CSA vegetable and meat production, fencing, tractor and equipment maintenance, and CRAFT workshops. Intern should be willing to work on all aspects of our farm, from vegetables to livestock to hay. This is a great place to learn the basics or an opportunity to hone skills you've learned on other farms. Outdoor work experience during the summer a prerequisite; farm experience, no matter how minimal, is always a benefit.

Stipend/Dates:

Salary based on experience, starts at \$175/week. Housing is rustic cabin with electricity, private, and includes access to hot showers and bathroom. Group housing with individual bedrooms is being worked on for 2013. Growing season preferred, but will consider mid-May through August (college summer break as long as there are no "vacations").

Location: Dalton, MA

Alumna: Desiree Robertson-DuBois 93F

Organization:

The mission of Social Accountability International (SAI) is to promote human rights at work through standards and capacity building. It is a leader in implantation, documenting social accountability standards, and delivering practical tools and building capacity for organizations to implement such standards.

Internship description:

Working in the corporate programs and training department, the intern will be involved in developing online training materials and multi-media promotions. Depending on the intern's skill level, responsibilities can include:

- Adapting classroom training materials to make an engaging e-learning experience
- Conducting research on effective instructional design
- Using existing audio and video assets to create new clips for promotion and e-learning
- Shooting video 'interviews' of SAI trainers and staff

Interns are provided with a learning path that identifies key materials for them to read to enhance their knowledge of social responsibility in the global supply chain (as time permits). They are also expected to attend staff meetings and report on what they are doing at SAI. In addition, interns are expected to help out as needed with whatever is needed.

Stipend: unpaid

Location: NYC

Campus Sustainability Data Collector | AASHE

Organization:

Solubrite's mission is to provide solar powered lighting to people in Central America who currently lack access to affordable clean and efficient lighting. Their goal is to find the most appropriate and cost effective distribution channels to achieve our mission. They are currently distributing solar powered lamps in Nicaragua and Panama (

www.solubrite.com

).

Internship description:

This internship is in Panama, in the indigenous zone of Comaraca Ngabe Bugle. The student will be based in the village of Soloy and stay in a cabin built for volunteers as a guest of the local organization MEDO (

<http://medo.awardspace.com>

). The nearest town, David, is 2.5 hours away by bus. Internship is perfect for a multi-disciplinarian. Work would include helping with basic capacity building, helping salespeople on the ground do their job better by listening and observing and helping them expand their reach, if possible. Other duties will be to help with client surveys and feedback. Solubrite is looking for a social person who can interact with the locals and give feedback about how the products are being sold, perceived and used, and how they could improve sales and efficiency. Student will be eyes and ears on the ground reporting observations and helping test new marketing/sales ideas. Student needs rudimentary knowledge of business and marketing. Spanish fluency required.

Stipend/Dates: Solubrite will pay for room and board/flexible.

Location: Panama

Alumnus: Marc Henrich 85F (

marc@solubrite.com

)

Organization:

Stonyfield Farm, celebrating its 30th year, is the world's leading organic yogurt company. Its certified organic yogurt, smoothies, milk, cultured soy, frozen yogurt, and ice cream are distributed nationally. The company advocates that healthy food can only come from a healthy planet. Its use of organic ingredients helps keep over 200,000 farm acres free of toxic, persistent pesticides and chemical fertilizers known to contaminate soil, drinking water, and food. Since its founding, Stonyfield has deeply focused on leadership in sustainability and has spearheaded environmentally responsible innovations in packaging, transportation, waste reduction, and climate solutions.

Internship description:

Intern will work with members of the Stonyfield Sustainability Innovation team to collect and analyze relevant data for Stonyfield's corporate social responsibility report. The report will focus on triple-bottom-line results from Stonyfield's Mission Action Program and will give the intern experience in facility energy use and associated greenhouse gas emissions reductions through renewable energy and energy efficiency efforts; water use; zero waste strategies; green chemistry; sustainable packaging; milk and non-milk ingredient impacts; organic and sustainable agriculture; sustainable sourcing; transportation and logistics; and employee engagement.

Stipend/Dates: none/flexible

Location: Manchester, NH

Alumnus: While Gary Hirshburg 72F co-founded Stonyfield, the intern will be working with Wood Turner, vice president of sustainability innovation.

OFF CAMPUS employment opportunities:

A sampling of off campus partnerships that provide work-study opportunities for Hampshire College students

Clean Water Action Intern

Clean Water Action is a one million member organization of diverse people and groups joined together to protect our environment, health, economic well-being and community quality of life. Our goals include clean, safe and affordable water; prevention of health threatening pollution; creation of environmentally safe jobs and businesses; and empowerment of people to make democracy work. Clean Water Action organizes strong grassroots groups and coalitions and campaigns to elect environmental candidates and solve environmental and community problems.

Grow Food Northampton, Program Assistant

Provide a mix of hands-on, administrative and research support to Grow Food Northampton. Support the ongoing development of the Northampton Community Farm, including the Florence Organic Community Garden. Assist with planning and execution of events. Support educational collaborations and assist with volunteer coordination.

Farmland Protection Internships

National non-profit agricultural conservation organization seeks part-time interns to assist in monitoring and reporting on state and local farmland protection activities nationwide.

Remineralize the Earth, Program Assistant

We are a nonprofit organization promoting soil remineralization throughout the world. Undertaking the task of remineralization is urgent to restore our agricultural soils, forests, and stabilize the climate.

New Lands Farm, Field Intern

The New Lands Farm Field Intern will conduct hands-on assistance to new refugee farmers on our farm sites in West Springfield, MA or Sutton, MA and additional garden sites. Refugee farmers represent diverse backgrounds and skills. The Field Intern will be working directly with New Lands Farm staff to offer new farmer trainings and manage agriculture production. This is a unique opportunity to engage in a meaningful project and grow local food.

Nuestras Raices is a grass roots organization located in inner city Holyoke. Projects currently include four community gardens, development of an agricultural center, youth gardening program and a series of workshops and internships.

-Community Garden Intern

-Development Intern

-Youth Project Intern

Community Involved in Sustainable Agriculture, Membership and Development Interns

- Membership and Development Interns
 - Program Interns
 - Local Hero Intern
 - Outreach/Communications Intern
 - Food System Intern
 - Senior FarmShare Intern
 - Winter Fare Assistant
-

EarthAction Network, Interns

The EarthAction Network is an international organization based in Amherst, Massachusetts. The Network includes over 2,500 civil society organizations in 163 countries. EarthAction carries out global campaigns on environment, development, peace, governance and human rights issues.

Field to Table, Inc.

(FTT) is a non-profit, collectively managed organization providing professional consulting services for small businesses and sustainable agricultural enterprises. FTT's diverse and extensive level of experience assists our clients to adapt and succeed in an increasingly challenging marketplace. Work Study Positions:

Assist in day to day tasks at Field to Table. Such as assembling contact lists of buying clubs, cooperative food purchasing groups and CSA farms. Answering phones, making copies and flyers. Assisting staff with special projects as they come up.

The Hitchcock Center, Administrative Assistant, Teaching Assistant

The Hitchcock Center has a dedicated professional staff who do everything from running the day to day business to lecturing, teaching, and programming. In addition to individual projects, staff members collaborate with local experts, professionals, and volunteers to bring a wide variety of activities to the public.

New England Wetland Plants, Inc. has been providing plant material for wetland restoration and conservation in New England since 1996.

-Nursery/Office Assistant

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

<https://www.hampshire.edu/corc/internships-as-part-of-your-hampshire-experience>

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

This is in discussion for next year's graduating class.

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

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

The re-Hamping group has worked to create a new student space on campus.
[Campus Sustainability Data Collector](#) | [AASHE](#)

The Roos-Rohde House is a result of a student-led design process utilizing material from a barn previously on the president's property. It will be a new home for Mixed Nuts, an on-campus food co-op, and seeks to provide a community gathering space for students.

Please see this page of the rehamping blog.

<http://rehamping.tumblr.com/barn>

Student Involvement in the Barn Project

Design Courses

-ARCH-DES 501_14: Graduate Design Studio, 2014S ARCH-DES 501_13: Graduate Design Studio, 2013S
-IA 256: Design & Entrepreneurship for Social Impact, 2013S HACU 300: Independent -Study: Barn Practicum, 2012F HACU 257:
Rehamping the Barn, 2012S

Internships

-Internship_13: Design Internship, Summer 2013
-Internship_12: Fundraising & Documentation Internship, Summer 2012

Student Groups

-Rehamping: 2010F-2014S
-Mixed Nuts: 2011S-2014S
-Rambling Root: 2011S-2012S
-Community Garden: 2011S- 2014S
-HSU: Hampshire Student Union, 2013F- 2014S Barn Committee: 2014S

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

<http://rehamping.tumblr.com/barn>

Outreach Materials and Publications

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

The Sustainable Hampshire website consolidates information about sustainability initiatives at Hampshire College, organized within four key transition areas: healthy food, sustainable operations, creative curriculum, and cultural transition.

Healthy Food Transition:

The goal of this transition is to re-evaluate the Hampshire College farm center, dining services, and land use. This section of the website provides information about the ongoing process of transforming campus dining services. It also highlights the 210-member Hampshire Farm Center Community Supported Agriculture program; Mixed-Nuts, the student-run food co-op; the summer Food, Farm, and [Campus Sustainability Data Collector](#) | [AASHE](#)

Sustainability Institute; and a National Science Foundation grant awarded to professors Jason Tor and Chris Jarvis to develop curriculum around food fermentation.

Sustainable Operations Transition:

The goal of this transition is to reduce the college's environmental footprint and costs, and manage the campus and the built environment as both laboratory and classroom. This section of the website provides information about on-going operations sustainability initiatives, such as the climate action plan; the Zip-Car program; installation of a roof-top solar-canopy with 2,880 square feet of photovoltaic modules; fundraising for renovation to achieve LEED certification of the building housing the indoor sports center and café; collaboration with the Hitchcock center to explore sites on campus to build a state-of-the-art environmental education center; participation in the Five College Blue Sky Sustainability Initiative; and the sustainability revolving fund, which provides loans for campus improvement projects that benefit Hampshire's sustainability by improving efficiency and conserving resources. This website also offers tips for reducing environmental impacts in campus offices.

Creative Curriculum Transition:

The goal of this transition is to provide Hampshire's extraordinary faculty and intrepid students time and resources to develop and experiment with courses and projects that spark discovery and solve problems in the connections among mind, art, science, health, enterprise, and social change in the anthropocene era, and challenge students in every discipline to consider their role in human survival. This part of the website lists areas of study, recent courses and student projects, and Five College programs and certificates related to sustainability. It also highlights the Food Farm and Sustainability Institute held at Hampshire College during the summer, women alumni working in sustainability, and earth science education at Hampshire.

Cultural Transition:

The goal of this transition is to enable every member of the Hampshire community to experience a workable way of life for the 21st century. This section of the website highlights a student-initiated ban on bottled water sales on campus, a high-efficiency LED light-bulb exchange program, and the college's community garden.

The website URL for the central sustainability website:

<http://www.hampshire.edu/discover/sustainable.htm>

A brief description of the sustainability newsletter:

The Food, Farm, and Sustainability Newsletter has over 350 subscribers and is produced on a bi-weekly basis by the Food, Farm, and Sustainability Program Coordinator and is used primarily to keep students and members of the Hampshire community updated on news, events, and opportunities related to the Healthy Food Transition and the Hampshire College Farm.

Sustainability initiatives are prominently featured in ALL newsletters, publications, and outreach efforts of the College. They are a prominent component of monthly letters (issued via email) from our president to all members of the campus community.

The website URL for the sustainability newsletter:

<http://us9.campaign-archive2.com/home/?u=3782837f4ccfcf914eb83b008&id=fe2847c4ce>

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

The Sustainable Hampshire Facebook Page provides information about sustainability issues and events on campus and beyond. For example, recent posts solicited applications for the summer Food, Farm and Sustainability Institute; linked to an article about green initiatives in a neighboring town; and highlighted a Hampshire student Division III project (similar to an honors thesis) about small foot-print housing.

The Hampshire College Farm and CSA Facebook page is one of the college's most "Liked" facebook sites and is also used to share information about sustainability related topics.

<https://www.facebook.com/pages/Hampshire-College-Farm-and-CSA/255646581121327?ref=hl>

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

<http://www.facebook.com/HampshireSustainabilityInitiative>

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

Again, we feature stories about student research in sustainability, as well as student projects, in ALL of our communications vehicles; Hampshire's learning model is filled with hands-on student projects. They are also featured on our website areas of study webpages relevant to their topics (see example in URL space below).

Our "Educating for Change" blog:

<http://sites.hampshire.edu/educatingforchange/category/sustainability/>

News & Events:

http://www.hampshire.edu/index_news.htm

News@hampshire, e-newsletter for all college constituents, both off and on campus:

<http://www.hampshire.edu/news/6214.htm>

Family Blog (for parents and families):

<http://sites.hampshire.edu/family/?p=6689>

Non Satis Scire, our College/alumni magazine:

<http://sites.hampshire.edu/nss-fall2013/2013/12/09/food-and-future/>

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

<https://www.hampshire.edu/academics/essp-program.htm>

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

Hydration stations installed on five water fountains record and display the number of bottles filled and thus the number of plastic bottled water diverted from the waste stream. Above water fountains and hydration stations, signs are posted about the student-initiated ban on bottled water sales on campus and the benefits of drinking tap water rather than purchasing bottled water. Additionally, water fountains and hydration stations in five buildings have signs comparing the results of water testing in that building against the EPA Maximum Contaminant Levels for turbidity, flourine, chlorine, antimony, lead, nitrate, cadmium, and arsenic.

Article on Hampshire website about bottled water ban and hydration stations:

<http://www.hampshire.edu/news/No-More-Bottled-Water-Sales-at-Hampshire-24719.htm>

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

<http://www.hampshire.edu/news/Students-Test-of-Water-Quality-Taps-into-Excellent-Results-26130.htm>

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

Our food service provider Bon Appetit Management Company is currently sourcing over 35% of food purchases from local farms and producers in pursuit of our 100% Local Foods Challenge:

<https://www.hampshire.edu/news/100-Percent-Local-Food-Challenge-at-Hampshire-College-27949.htm>

Our dining commons has large chalkboard signs with the list of local farms that are featured on the menu that day including the Hampshire College Farm. Large pictures from the Hampshire College Farm center are displayed throughout the space.

Instructional and educational signage about the composting and recycling systems is clearly posted where students clear their plates. Items are labeled appropriately as "low carbon", "vegan", "vegetarian", "local", and "Hampshire College Farm".

<http://sites.hampshire.edu/educatingforchange/2013/06/19/redefining-college-dining-hampshire-co>

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

<http://hampshire.cafebonappetit.com/>

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

There are a number of fields located on the eastern side of campus including the main entrance area which have been converted from mowed lawns to other uses, including managed agricultural lands for grassland birds, wildlife habitat corridors, and early successional habitat areas for endangered species (e.g., the New England cottontail).

SIGNAGE: The meadowlands are identified with strategically placed signs that provide a history of land use in New England from Pre-Colonial times to present day. The signage also indicates the timeline for management and which species are benefiting from this specific sustainable groundskeeping approach.

This project is achieving four objectives:

1. Greenhouse gas emissions reductions
2. Creation of wildlife and plant habitat
3. Teaching/learning and research opportunities
4. Cost savings

Implementation:

The plan was formulated through a combination of student independent studies, academic courses, specific facilities planning, agricultural land use analysis, community input, and collaboration with local, regional and federal conservation organizations, including the Hitchcock Center for the Environment in Amherst, MA.

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

<https://sites.hampshire.edu/educatingforchange/2013/06/10/transforming-lawns-into-meadows/>

A brief description of the sustainability walking map or tour:

The Hampshire College Farm has a walking map and offers tours to groups large and small from the Hampshire College community and beyond. Visitors may submit a tour request for a staff lead tour with opportunities to speak directly with the vegetable and livestock managers. The farm tour touches on many sustainability related topics including organic growing methods, composting, low impact winter vegetable production in high tunnels, and sustainable livestock management. Over 40 tours have been given this past year.

Casual visitors to the farm can access the farm map for a self guided tour.

The website URL of the sustainability walking map or tour:

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

Commuter resources website has a section on transportation that includes information on Hampshire's Zipcar program, as well as Hampshire's bike shop where bikes are rented and repaired, and the Yellow Bike community program that offers free bikes, painted yellow and placed around campus.

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

<http://www.hampshire.edu/studentlife/18709.htm>

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

Yellow Bike is a student organized community bicycle program. Yellow Bike repairs donated bikes, paints them yellow, and releases them onto campus. The yellow bikes are created with the intention of being used as well as maintained by the entire Hampshire community. In order to do this Yellow Bike holds weekly meetings where the basics of bike maintenance are taught. Yellow Bike counts on members of the community with bicycle maintenance experience as well as those with no bicycle maintenance experience to come to Yellow Bike and share their knowledge with each other in order to create an environment of collaboration, understanding, and respect for different kinds of knowledge.

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

https://hampedia.org/wiki/Yellow_Bike

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

There are several housing options on campus which model sustainable living for other students.

Greenhouse Mod, Enfield 46: A place for growing plants and food, learning about environmental sustainability, and for events that bring the Hampshire community together.

Transition Mods, Greenwich 17 and 18: A Transition Hampshire initiative that aims at creating an intentionally open, inclusive, and resilient living space by encompassing individualized definitions of the word "sustainable."

Vegan Mod, Greenwich 19: A living community of vegans/vegetarians who see it not only as a diet but as a lifestyle.

Upcycling Mod, Greenwich 20: A mod that will work to integrate art and sustainability in the Hampshire community, by educating students on the importance of reusing and repurposing, and organizing a series of sustainable art projects and events.

The Environmental Justice and Sustainability Living and Learning Community (LLC) is co-sponsored by the dean of students office and office of the President. The LLC introduces participating students to the healthy food systems, campus operations, creative curricula, and innovations in campus life that comprise the foundation of the Sustainable Hampshire initiative. Residents of the LLC are introduced to Div II and Div III peers, faculty and staff, and local community partners connected to this work and to other environmental justice and sustainability efforts in the Pioneer Valley.

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

<https://www.hampshire.edu/housing/intentional-housing-communities>
Campus Sustainability Data Collector | AASHE

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 most recent student publication distributed on campus focused on "Issues" on social sustainability; interviews w/ president and dean of admissions and financial aid.

Topics related to sustainability appear in student publications frequently, but it would be difficult to determine "a regular column or reporter" in a "main student newspaper" on our campus.

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):

Hampshire College President Jonathan Lash has been a regular contributing blogger on

huffingtonpost.com

since 2008. President Lash often writes about sustainability related issues in his blog posts about Hampshire college:

http://www.huffingtonpost.com/jonathan-lash/mission-is-the-core-commi_b_5908068.html

http://www.huffingtonpost.com/jonathan-lash/educating-for-change_b_6257210.html

http://www.huffingtonpost.com/jonathan-lash/food-for-thought_9_b_6314852.html

http://www.huffingtonpost.com/jonathan-lash/the-healthy-food-transition_b_6333256.html

http://www.huffingtonpost.com/jonathan-lash/ideas-into-action_b_6652578.html

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

http://www.huffingtonpost.com/jonathan-lash/the-healthy-food-transition_b_6333256.html

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

Yes

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

This semester the Food, Farm, and Sustainability Office will be publishing the first annual issue of "To Sow is Not Enough", a publication of student writing and art centered on food and place: Spring 2015.

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

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

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

Hampshire College professor of peace and world security studies Michael Klare blogged for the Huffington post on fossil fuels and geopolitics in an article called "Keystone XL, Cold War 2.0, and the GOP Vision for 2016"

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

http://www.huffingtonpost.com/michael-t-klare/keystone-xl-cold-war-20-gop-vision-2016_b_6669900.html

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Ban Sale of Bottled Water--Fall 2012; Sustainability Revolving Fund (SURF)

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

1. BOTTLED WATER BAN: In spring 2012, the environmental action group New Leaf launched an effort to ban the sale of bottled water on campus. Students worked both to halt the sale of bottled water and to educate the entire campus community about its environmental and economic costs. Working with student life staff, they wrote a proposal to purchase hydration stations and were awarded an \$11,000 grant for that purpose by a subcommittee of student government. The hydration stations contain counters that display the number of plastic bottles saved as refillable containers are used instead; it's a visible and graphic measure that also educates users.

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

1. The "bottles saved" figures on the hydration stations show users the impact of their individual choice to refill reusable containers.

Also: Students enrolled in an environmental course taught by chemistry professor Dula Amarasiriwardena during fall semester conducted tests that showed Hampshire's tap water exceeds all U.S. Environmental Protection Agency requirements. These results have been made into posters and are displayed above the hydration stations.

<http://www.hampshire.edu/news/Students-Test-of-Water-Quality-Taps-into-Excellent-Results-26130.htm>

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

<http://www.hampshire.edu/news/No-More-Bottled-Water-Sales-at-Hampshire-24719.htm>

The name of the campaign (2nd campaign):

Sustainability Revolving Fund (SURF)

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

2. SUSTAINABILITY REVOLVING FUND (SURF): Students in Steve Roof's "sustainable Hampshire" proposed and designed a Sustainability Revolving Fund. In 2011, President Lash signed the "Billion Dollar Green Challenge", an initiative sponsored by the Sustainable Endowments Institute. It was funded at a level of \$75,000 in 2012, and it is administered by students, faculty and staff in the Environmental Committee.

The Hampshire College Sustainability Revolving Fund (SURF) provides loans for campus improvement projects that benefit Hampshire's sustainability by improving efficiency and conserving resources. The SURF exists to foster student, staff, and faculty involvement in increasing environmental, social, and fiscal sustainability at Hampshire College.

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

2. SURF: Current funded projects include LED lighting loans to the Dance and Theater departments, as well as an on-campus LED light bulb exchange. Also funded a student innovation project, creating a solar-bench for the community garden (*able to use solar to charge

electronics)

<http://www.hampshire.edu/discover/25745.htm>

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

<http://www.hampshire.edu/discover/25745.htm>

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

Bon Appétit Management Company and Hampshire College are working together to share tips on how to “go local.” This includes sharing a list of five locally produced foods, like fruit and eggs, that are easy to find, as well as locally available substitutions for items that might be difficult, such as olive oil and sugar. The Hampshire Fall Feast on September 24th was an event to promote the local food challenge and also provided an opportunity for any interested Hampshire student to participate in a local food photography contest sponsored by Bon Appetit via social media. Guests were encouraged to take a photo of their 100 percent local Bon Appétit meals on Eat Local Challenge Day, then Tweet or Instagram them with their location and the hashtag #eatlocalchallenge.

<http://www.hampshire.edu/news/Sept-24-Hampshire-Fall-Feast-BAMCO-Eat-Local-Challenge-27153.htm>

Employee Educators Program

Criteria

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

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

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

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

Submission Note:

The environmental committee, made up of elected and appointed faculty, staff, and students from across the campus, engages the entire community in environmental and sustainability issues. The environmental committee is an advisory body and action committee to the President and the community at large. Its responsibilities include the following:

To gather information pertinent to decreasing the College's "environmental footprint," and to convert this information into usable form. This may include ecological surveys, institutional studies, financial information, development plans, student work, awareness campaigns on specific issues, and more. All information will be public and easily accessible.

To connect with various administrators, trustees, faculty, and student groups to coordinate interests, plans, and activism in terms of environmental efforts. This includes inviting the entire community to voice what they would like to see happen in the future.

To advise and make recommendations to the administration on ways to maximize socially-just sustainable planning in purchasing, development, and policy making.

To help increase the community's awareness and accessibility to low-impact living.

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

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

Yes

Total number of employees:

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

Campus Sustainability Data Collector | AASHE

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

Beth Hooker

Sustainability Initiative Director

Office of the President

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:

100

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

President Jonathan Lash welcomes all new employees in an orientation meeting. As part of the orientation, he outlines many of the initiatives on campus, including the importance and priority of the Sustainability Initiative.

A flyer outlining Sustainable Hampshire is available to all new employees.

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

Staff Professional Development

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

Hampshire College staff has access to training opportunities at Hampshire and the 4 other schools in the 5 College Consortium. Offerings vary but sustainability related trainings are always available.

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

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

<https://www.hampshire.edu/hr/22254.htm>

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

Beth Hooker
 Sustainability Initiative Director
 Office of the President

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:

Hampshire College participates in the Five College Sustainability Studies Certificate program

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

Hampshire is a member of Community Involved in Sustaining Agriculture (CISA), which was started at Hampshire.

www.buylocalfood.org

Community Partnerships for Social Change

http://www.hampshire.edu/academics/index_cpsc.htm

Student projects frequently involve working with community organizations such as area community gardens.

Community Engagement and Collaborative Learning Network

<http://www.hampshire.edu/academics/9308.htm>

Summer Internship Grants

<http://www.hampshire.edu/corc/20379.htm>

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):

Hampshire College hosts the Farm and Garden Camp, a summer camp for children at the Hampshire College Farm in collaboration with The Farm Education Collaborative. The camp teaches children about sustainable agriculture and food. Members of the Farm Education Collaborative work coordinate with Hampshire College Farm staff to develop camp curriculum and educational opportunities with the College vegetable fields and livestock. The institution supports the partnership by providing rental of the space and volunteer resources of the farm staff. Children ages 4-14 participate every summer in 7 one week sessions.

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

Yes

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

The Hitchcock Center for the Environment is moving to the Hampshire campus:

In late 2011, Hampshire College and the Hitchcock Center signed an agreement to construct a new building on the campus. Last March, it settled on a site on Route 116 between the Red Barn and the college's Farm Center. The center is striving for Living Building Challenge certification, the highest environmental standard there is surpassing the Leadership in Energy and Environmental Design.

The Center shares with Hampshire College a strong commitment to innovative, interdisciplinary education and sustainability.

Hitchcock Center programs serve approximately 6,500 people each year, including teachers, students, families and children, and adult learners.

Having the Hitchcock Center on campus will also provide new collaborative opportunities including possible partnerships with Hampshire's early childhood, environmental studies, sustainability, agriculture, and natural sciences programs.

http://www.masslive.com/news/index.ssf/2014/02/new_hitchcock_center_in_amhers.html

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

Since 1987, the Community Partnerships for Social Change program has been a campus resource for students and faculty who wish to integrate their academic interests with their social action/community-based experiences forging a link between the classroom and the community.

While not exclusively dedicated to sustainability, the CPSC has partnerships with many sustainability related organizations in the region, including Nuestras Raices.

The website URL where information about sustainability partnerships is available:

http://www.hampshire.edu/academics/index_cpsc.htm

Inter-Campus Collaboration

Responsible Party

Beth Hooker

Sustainability Initiative Director
Office of the President

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:

In 2012, The Five College Directors launched the Blue Sky Brainstorm to gather ideas from each institution regarding opportunities for collaboration on sustainability. (The Five College consortium includes Hampshire College, Mount Holyoke College, Amherst College, Smith College, and the University of Massachusetts Amherst.)

Students, staff, and faculty submitted ideas for improving sustainability at the Five Colleges. These ideas were compiled into a report available online here:

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

Drawing from the ideas and energy that were generated by the Blue Sky Brainstorm sessions, the Blue Sky Steering committee generated a clear, concise set of sustainability frameworks, along with goals and specific projects that will advance the interests of the consortium.

The project that has emerged is "Sustainable Food for the Five", which is a collaborative effort to work on local food sourcing with the dining service directors, as well as with academics.

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:

Hampshire College is part of the Five College Consortium (includes Hampshire, Amherst, Smith, and Mount Holyoke Colleges, and University of MA, Amherst)

FIVE COLLEGE SUSTAINABILITY STEERING COMMITTEE (meets monthly):

Beth Hooker, Sustainability Initiative Director, Hampshire College

Andrew Guswa, Director CEEDS, Smith College

Dano Weissbord, Director of Campus Sustainability and Space Planning, Smith College

Emma Kerr, Campus Sustainability Coordinator

Tim Farnham, Director Miller-Worley Center for the Environment, Mount Holyoke College

John Gerber, Professor, UMass Amherst

Fred Wirth, Professor of Physics, Hampshire College

Sue Darlington, Professor of Anthropology and Asian Studies, Hampshire College

Ezra Small, Campus Sustainability Manager, UMass Amherst

Nancy Apple, Director Environmental Health and Safety, Mount Holyoke/Hampshire

James Lowenthal, Professor of Astronomy, Smith College

Jan Dizard, Professor of Sociology, Amherst College

Laura Draucker, Director of Sustainability, Amherst College

FIVE COLLEGE SUSTAINABILITY STUDIES COMMITTEE (meets monthly)

Steve Roof, Professor of Geology, Hampshire College

Charlene D'Avanzo, Professor of Ecology, Hampshire College

Fred Wirth, Professor of Physics, Hampshire College

Sue Darlington, Professor of Anthropology and Asian Studies, Hampshire College

Tim Farnham, Director Miller-Worley Center for the Environment, Mount Holyoke College

Jan Dizard, Professor, Amherst College

website:

<https://www.fivecolleges.edu/sustain>

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

1. Blue Sky Steering Committee and Vision: Blue Sky Steering committee generated a clear, concise set of sustainability frameworks, along with goals and specific projects that will advance the interests of the consortium.

2. Five-College Sustainability Certificate Program: designed to help students develop a course of studies that draws on classes and opportunities within the Five Colleges. The FCSS certificate is currently offered for students from Amherst, Hampshire, and Mount Holyoke colleges, and began awarding certificates in the 2012-2013 academic year.

Website:

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

3. FIVE COLLEGE MELLON FOUNDATION BRIDGING GRANT

Member institutions include all four liberal arts colleges + UMass Amherst.

The focus is on making arrangements for some team-teaching (predominantly at UMASS) and various forms of graduate student involvement in courses at the liberal arts colleges. A steering committee will focus on topical areas it has identified as of particular interest to the University as well as the colleges. Topical areas to be considered include: Environmental policy (and cultural constructions of "nature"), agriculture and food systems (rural-urban systems), water resources management, climate change and adaptive design, green design.

Hampshire College hosted the Mellon Foundation faculty seminar in May 2014:

TOPIC AREAS: FOOD, FARM AND SUSTAINABILITY

May 22-23, Hampshire College

The goals of this Mellon-funded workshop are to

- meet faculty from across the Five Colleges, with particular emphasis on bridging the liberal arts and professional programs
- learn about the resources at Hampshire College that might be shared across the Five Colleges (such as the Farm)
- engage in a critical discussion of the soon-to-be released IPCC impact report
- foster partnerships to take advantage of the Mellon grant to bridge the liberal arts and professional programs

4. Collaborative planning process for "Strengthening Ties for Collective Impact: Campus Sustainability in the Northeast Region" Conference, which is a collaboration of the 11th Annual Northeast Campus Sustainability Consortium (NECSC) conference and the 3rd Annual New England Campus Sustainability Forum. Hosted by UMass, April 2015. Hampshire College is offering a tour of Hampshire Farm.

Also, a "Five College Presidents' Panel" will kick-off the meeting.

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

<https://www.fivecolleges.edu/sustain>

Continuing Education

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

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

Beth Hooker

Sustainability Initiative Director

Office of the President

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 :

1,500

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:

20

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

Yes

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

Community Engagement and Learning

Hampshire students are encouraged to seek out multiple opportunities to extend their formal classroom learning and complement their

academic work through community-engaged scholarship (CEL) at all stages of their college education. The CEL program requires all students to commit to 40 hours of service or a semester-long equivalent. Final CEL products are expected to be included in the Division II portfolio.

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

No

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

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

<http://www.hampshire.edu/ctl/15227.htm>

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Responsible Party

Beth Hooker

Sustainability Initiative Director
Office of the President

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.

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

Trademark Licensing

Responsible Party

Elaine Thomas
director
communications

Criteria

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

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

Hospital Network

Criteria

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Lawrence Archey

Director Facilities & Grounds

Facilities & Grounds

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:

GHG inventory is conducted annually by Sightlines, LLC as part of the GoGreen benchmark study. The College has been tracking operational sustainability data with Sightlines since FY2004.

The net MTCDE inventoried in 2004 was 8,809 and in 2013 was 6,645, a reduction of 2,164 MTCDE or 25%. For this credit, the inventory included scopes 1 & 2, 3, and Offsets.

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

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

Yes

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

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

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

Yes

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

Sightlines utilized the Campus Carbon Calculator to complete the GHG emissions inventory for each year between FY04 and FY13. Scope 3 sources include: Commuting, Directly Financed Air Travel, Study Abroad Air Travel, Waste (CH4 Recovery and Flaring), Composting, Water, and Paper by % Recycled Content. Business travel is marked as no above due to the lack of tracking of personal mileage reimbursements. Purchased goods and services is marked as no above since only paper purchases are included.

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?:

Yes

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

Sightlines uses its 'QVQ' process to Quantify, Verify, and Qualify all data before it is reported publicly in STARS, the ACUPCC reporting site or the Sightlines Member Portal.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	1,495 <i>Metric Tons of CO2 Equivalent</i>	2,102 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	480 <i>Metric Tons of CO2 Equivalent</i>	340 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	2,226 <i>Metric Tons of CO2 Equivalent</i>	3,755 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	8 <i>Metric Tons of CO2 Equivalent</i>	8 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

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

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

A brief description of the composting and carbon storage program:

Hampshire college has composted approximately 20 short tons of material each year since the base year.

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,103	998
Number of residential employees	4	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,379	1,248
Full-time equivalent of employees	391	393
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, 2003	June 30, 2004

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

The 2004 baseline year was selected because Hampshire's facilities and GHG emissions data is verified by Sightlines starting in FY2004.

Gross floor area of building space, performance year:

Floor area of energy intensive building space, performance year:

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

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>798 Metric Tons of CO2 Equivalent</i>
Commuting	<i>775 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	<i>0 Metric Tons of CO2 Equivalent</i>
Capital goods	<i>0 Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>220 Metric Tons of CO2 Equivalent</i>
Waste generated in operations	<i>73 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	<i>585 Metric Tons of CO2 Equivalent</i>

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

"Other categories" includes Wastewater, Purchased Paper, and Study Abroad Air Travel.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://rs.acupcc.org/ghg/2636/>

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

Outdoor Air Quality

Responsible Party

Lawrence Archey
Director Facilities & Grounds
Facilities & Grounds

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:

Hampshire College has an anti-idling policy as described here:

<http://www.hampshire.edu/envhealthsafety/12131.htm>

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

No

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

Campus Sustainability Data Collector | AASHE

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

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

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

The 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

Lawrence Archey
Director Facilities & Grounds
Facilities & Grounds

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Building Design and Construction

Responsible Party

Lawrence Archey

Director Facilities & Grounds

Facilities & Grounds

Criteria

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

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

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

And/or

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

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

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

Submission Note:

One of the most impressive aspects of Hampshire's profile is the lack of physical expansion the campus has undergone in the last decade. With its focus on utilizing existing space, Hampshire has been able to limit the growth of its campus carbon footprint, energy consumption, water use, etc.

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

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

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

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

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

Hampshire College achieved LEED Gold for the Liebling Center's Ken Burns Wing.

UNDER CONSTRUCTION: DESIGNED FOR LBC CERTIFICATION:

Hampshire began construction on its first new building in decades in November 2014: a multifunctional learning, teaching, and exhibition space, called the RW Kern Center. This building will house the new admissions office of the College and will also provide instructional space, serve as a hub to share information about the campus, and showcase Hampshire's mission.

The College is pursuing Living Building Certification (LBC), which requires the creation of a net-zero energy, waste, and water building. Not only is this standard consistent with our institutional values, but it will also provide rich learning opportunities for students. As part of the LBC challenge, the building will be situated to eliminate traffic from the center of campus, shifting the focus from fossil fuel powered vehicles to people.

There are currently fewer than ten LBC-certified buildings in the country, and Hampshire can provide national leadership at the confluence of architectural design and energy and water conservation. Our design team, which includes Bruner Cott architects and Jonathan Wright (Hampshire alumnus) builders, are working closely with the International Living Future Institute to address all aspects of the Living Building Challenge (

<https://ilbi.org/lbc>

).

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

7,800 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)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>0 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>6,600 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>

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

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

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

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

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

0 Square Feet

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

0 Square Feet

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

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:

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:

Indoor Air Quality

Responsible Party

Lawrence Archey
Director Facilities & Grounds
Facilities & Grounds

Criteria

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

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

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

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

0 Square Feet

Gross floor area of building space:

0 Square Feet

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

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

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

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).

Submission Note:

NOTE: purchases included are a snapshot, provided by vendor Bon Appetit.

Vegetable shares information provided by CSA manager Nancy Hanson

"---" 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:

30.06

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

[Hampshire Dining Oct 2014 to Feb2015-1.xlsx](#)

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

Bon Appetit Management Company is the dining service vendor for Hampshire College, hired after a 1-year search for new partner.

<http://sites.hampshire.edu/educatingforchange/2013/06/19/redefining-college-dining-hampshire-co>

[lleges-food-plan-for-the-future/](#)

<http://hampshire.cafebonappetit.com/>

Sample Inventory List attached of Sustainable Food Purchases from October 2014-February 2015

The Hampshire College Farm provides Pork, Beef, Turkey's, Maple Syrup, Eggs, Salad Mix, Spinach, Carrots, and 50 CSA Shares:

[25 percent of the College farm's vegetable production goes to Bon Appetit, roughly 8,000 to 10,000 pounds per year; they buy 50 of 200 shares. Shares cost \$360 each and include a weekly supply of produce from late August through November.]

Other Purchasing from Local Farms and Producers:

Queen's Greens: Kale, Spinach, Greens

Apex Orchards: Apples

McCray Dairy: Milk

Cooks Farm: Ice Cream

Mapleline Dairy: Milk (see invoice example attached)

Sangha Farm: Goat Cheeses

Manda Farm: Meat

Plainville Farm: vegetables

Horse Whisperers Orchard: Tomato Sauce

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

Atlas Farm: vegetables
Kitchen Garden Farm: vegetables, salad greens
Simple Gifts Farm: Potatoes
Mt. Warner Winery (catered events)
ABC Brewing (catered events)
Pierce Brothers (Fair Trade, Locally Roasted Coffee)

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)?:

Yes

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:

30.06

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:

[April_Farm_Sales_Bridge_Cafe.pdf](#)

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

The Hampshire College Farm sells their produce, eggs, and maple syrup from a cooler located at the Bridge Cafe (a la carte dining managed by Bon Appetit). The cooler space is provided by Bon Appetit Management Company but is managed by the Hampshire College Farm. April 2014 stocking and sales record is attached for reference.

All sales from this marketplace are from the Hampshire College Farm.

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

<http://hampshire.cafebonappetit.com/curious/>

Also, Hampshire College has a sustainable food purchasing guide, which is followed by Bon Appetit:

<https://www.hampshire.edu/discover/14495.htm>

"Farm to Fork is a companywide initiative to buy locally, formalized in 1999 by Bon Appetit. Our first choice is to purchase seasonal ingredients from small, owner-operated farms and ranches within a 150-mile radius of your café. Food grown locally is fresher, better tasting, and often has greater nutritional value. Our commitment to local food is about preserving biodiversity, protecting open space, supporting family farmers, and keeping money invested in your community. Bon Appétit aims to spend at least 20 cents of every dollar

Campus Sustainability Data Collector | AASHE

with our network of over a thousand Farm to Fork suppliers. By doing so, we aim to strengthen our regional food systems so that everyone in our communities can eat well not just today, but for the future."

Farm to Fork vendors must supply:

- Farm to Fork Qualification Form
- Supplemental Product Form, if applicable
- Food Safety Guidelines Form signed by the vendor
- Copy of Local/State License, Permit or Registration
- Copy of the vendor's recall program
- Certificate of Insurance
- Copy of the vendor's current W-9 form
- Copy of other certifications, if applicable (e.g., USDA Organic, Certified Humane)
- Copy of most recent health inspection certification, if applicable.

25 percent of the College farm's vegetable production goes to Bon Appetit, roughly 8,000 to 10,000 pounds per year; they buy 50 of 200 shares. Shares cost \$325 each and include a weekly supply of produce from late August through November.

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

Tracked by corporate purchasing agent, also by retained receipts from farmers.

Total annual food and beverage expenditures:

452,519.15 US/Canadian \$

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

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

Food Service Standards:

Monterey Bay Aquarium Seafood Watch

Humane Farm Animal Care (HFAC)

Animal Welfare Approved

Food Alliance

Food Recovery Certified

Bon Appetit is the first food service provider to commit to:

- Supporting local agriculture (with a defined purchasing target), since 1999
- Serving only seafood that meets Seafood Watch sustainability guidelines, since 2002
- Reducing antibiotic use in farm animals (2003)
- Serving only rBGH-free milk (2003)

- Switching to cage-free eggs (2005)
- Tackling food's role in climate change (2007)
- Addressing farmworkers' rights (2009)
- Serving only humanely raised ground beef (2012)
- Phasing out all pork raised with gestation crates (by 2015)

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

http://www.hampshire.edu/shared_files/Purchasing_Guide_Working_Draft_january_2013-1.pdf

Low Impact Dining

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

Submission Note:

Bon Appétit at Hampshire College is fighting food waste and hunger by recovering surplus perishable food from our campus that would otherwise go to waste and donating it to people in need through Craig's Doors, a seasonal shelter in Amherst, MA.

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

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

6.16

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

Tracked by Bon Appetit purchasing agents, and receipts from local farmers

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

Yes

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

Yes

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

Yes

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

There are vegan hot dishes at every meal and a vegan cold bar is available at lunch and dinner.

Menu is available online with a filter option to see only vegetarian/vegan options:

<http://hampshire.cafebonappetit.com/hungry/>

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

Low Carbon Day

Every April, Bon Appetit celebrates the annual companywide Low Carbon Diet Day. The Hampshire College Dining Commons is transformed into fun culinary classrooms offering ways for guests to shrink their carbon “foodprint” via tasty alternatives to beef and dairy. Through cooking demonstrations, makeovers of popular dishes, and takeaway recipes, Bon Appetit culinary teams showed guests how to make their diet a climate-friendlier one.

Eat Local Challenge

<http://www.bamco.com/timeline/eat-local-challenge/>

Fish to Fork (promoting sustainable fish)

<http://www.bamco.com/press-releases/local-food-pioneer-bon-appetit-management-company-makes-fis>
Campus Sustainability Data Collector | AASHE

Chicken and burgers on the grill limited to only twice a week.

Campus "Jam Fest" in April 2014 featured beef burgers, made from Hampshire College beef. (limits transport of animal products, plus ensures humanely treated animals, raised on pasture and hay, with organic feed)

Campus commencement meal 2014: featured vegetarian options plus roast beef sandwiches, made with Hampshire College beef;

Campus Convocation meal 2015 featured a sustainable menu including vegan and vegetarian dishes and all locally-sourced animal products:

<http://sites.hampshire.edu/ffs/2014/09/08/food-brings-us-together/>

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

<http://hampshire.cafebonappetit.com/hungry/>

Annual dining services expenditures on food:

452,519.15 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

27,875.17 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

75,339.54 *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

Lawrence Archey
Director Facilities & Grounds
Facilities & Grounds

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.

Submission Note:

Data collected and verified by Sightlines, LLC.

"---" 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	50,887 <i>MMBtu</i>	66,929 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	22,626 <i>MMBtu</i>	27,399 <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	809,796 <i>Gross Square Feet</i>	801,895 <i>Gross Square Feet</i>

Floor area of energy intensive space, performance year::

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

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

	Degree Days
Heating degree days	6,273
Cooling degree days	886

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, 2012	June 30, 2013
Baseline Year	July 1, 2003	June 30, 2004

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

The building energy consumption FY2004 baseline was chosen because Sightlines data analysis for facilities and GHG emissions started in that year. This baseline is used throughout relevant credits in the Operations section.

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

The College uses a computer programmed energy management system for most buildings on campus. Target range for cooling at Hampshire College is 75 to 80 degrees. Hampshire does have set back policies that eliminate cooling past 8pm, on the weekends and during scheduled shut down periods. Heating policies state the target range as 68 to 72 degrees. Set back temperature is 55 degrees

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

LED Lightbulb Exchange program:

<http://www.hampshire.edu/discover/24688.htm>

Thanks to the Sustainable Revolving Fund, half the theater lights have been replaced with LED, and about 70 percent of the dance studio lights.

<http://www.hampshire.edu/news/Sustainable-Revolving-Fund-Lights-Up-Hampshire-Performances-26068>

.htm

The college uses predominately overhead and flood LED lighting. As the buildings are presently equipped mostly with high energy efficient T8 and compact fluorescent bulbs, transition to LED will take place over time.

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

Lighting sensors located in individual rooms, predominately classrooms and some support buildings spaces. They are the typical sensors located near the switches.

The LEED Gold rated Ken Burns Wing has daylighting sensors within the hallways that also serve as a gallery.

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

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

None

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

A 20 year-old co-generator is located inside of the Dakin Residence Hall. It produces electricity used in the dormitory and domestic hot water for the dining commons which is adjacent to the dormitory.

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

Hampshire College is committed to stewarding its facilities. Given the age of campus buildings, many critical building component lifecycles are coming due. As a result, the College is reinvesting in its buildings and where possible increasing campus energy efficiency in the process.

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

The College uses two different energy management systems, American Auto-Matrix and Automated Logic. The EMS regulate heat and air conditioning to approximately 90% of the campus. We use the data to manage energy use and to help develop energy conservation strategies.

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

Hampshire College committed, through the ACUPCC, to adopting an Energy-Star Appliance Purchasing Policy. As the institution replaces common energy-consuming appliances, every effort is made to select the most energy-efficient model available.

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:

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

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

<https://www.hampshire.edu/sustainable/sustainable-operations>

Responsible Party

Lawrence Archey

Director Facilities & Grounds

Facilities & Grounds

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:

Information regarding the solar array on the Ken Burns Wing and the co-generator are not available on the web.

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

Clean and renewable energy from the following sources::

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

Total energy consumption, performance year:

28,108 *MMBtu*

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

1. A 46kw solar array on top of the College's arts village canopy, a roofed, open sided structure that connects four buildings within the arts village.
2. a 5kw solar array on the roof of the LEED Gold rated Ken Burns Wing of the Jerome Liebling Center.

Both of these systems were constructed through the Mass SRECS program. As a result Hampshire does not retain the environmental attributes associated with these systems.

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.powerdash.com/systems/1000248/>

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

Beth Hooker

Sustainability Initiative Director
Office of the President

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

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

	Area
Total campus area	<i>850 Acres</i>
Footprint of the institution's buildings	<i>160 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>450 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>140 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>0 Acres</i>
Managed organically, third party certified and/or protected	<i>100 Acres</i>

A copy of the IPM plan:

[IPM Plan.final.1.31.2011.pdf](#)

The IPM plan :

see attached plan

In addition, the Hampshire Farm Center currently includes 15 acres of vegetable crops, and 85 acres of pasture and hay production, also includes a small herd of heritage-breed Dutch Belted cows, which produce high-quality, rich milk on a grass-feed diet, a brood of egg-laying hens, a drove of pigs, a pair of heritage-breed sheep, several hives of bees, and one very watchful llama. The farm is operated following USDA organic guidelines: vegetables are grown with organic fertilizers and no conventional pesticides; production crops are rotated with nitrogen-fixing cover crops; beef and dairy cows are pasture raised in summer and fed hay in winter; pork is milk-fed; chickens are pastured in summer and cage-free in winter, and fed organic feed.

The organic practices beyond integrated pest management on the farm. Rotate crops, creating more diverse environment making it harder for pest populations to build up. Physical cultivation to control weeds (no herbicides). Organic pesticides to control tomato blight (copper). Organic pesticides to control caterpillars on some crops

On other areas of the campus, pesticides are not used.

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

The college maintains a 100 acre farm, using ecological farming methods. In addition, it leases 50 acres to a local dairy farmer, who uses dairy manure for soil amendment. Other areas of campus are under review for sustainable landscape management, including the "meadowlands", where specific parcels will be managed using ecological methods.

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

All new landscape plantings on campus are native plants.

1. The Community Garden has been re-designed. The new design includes the following native plants:

- Native wildflowers and grasses, such as daisy, aster, and hairy vetch, for optimal bird and beneficial insect attraction.
- All possible native fruit trees and bushes, including apple, blueberry, strawberry, raspberry, pear, grape, and others.
- Native wild edible and medicinal plants, including lamb's quarters, wild mustard, and queen anne's lace.

2. Meadowlands project: There are a number of fields located on the eastern side of campus (outside of the “ring road”) which have potential to be converted from mowed lawns to other uses, including managing agricultural lands for grassland birds, creating wildlife habitat corridors, and establishing early successional habitat areas for endangered species (e.g., the New England cottontail).

The project provided a set of recommendations for a phased approach to convert targeted parcels to wildlife and plant habitat areas to the President and Vice President for Finance and Administration in June 2013. The plan recommended a mix of land to be managed according to ecological principles, using native plant species, appropriate paths and activity areas. The proposed plan will achieve four objectives:

1. Greenhouse gas emissions reductions
2. Creation of wildlife and plant habitat
3. Teaching/learning and research opportunities
4. Cost savings

In 2013, a 15 acre parcel was managed as a grassland bird habitat, with haying allowed after July 15.

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

The College does not bag grass trimmings. It remains in place as it is cut.

Any leaf or other organic materials are composted on site.

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

On the 85-acre farm, soil amendments are compost and organic fertilizers, place based on soil testing results from UMass Amherst Soil Testing laboratory. The vegetable CSA has a 3 year plan for soil amendments, which focuses on increasing organic matter through use of compost.

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

Raised beds in the community garden were constructed using bamboo from on-site as well as black locust from on site.

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

use of natural buffer strips in runoff areas. use of best management plans in stormwater management.

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

The college applies a liquid de-icing agent to rock salt before applying it to its walkways and roads. According to its product literature, "Magic Minus Zero™ is non-toxic, bio-degradable and has a corrosion index lower than distilled water."

Use of this product allows for a reduction of the amount of rock salt needed.

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

n/a

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.hampshire.edu/academics/5728.htm>

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

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?:

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:

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

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

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

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

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

1. Much of the 800-acre campus remains forested. Part of the campus is adjacent to the Holyoke Range, which is managed by the MA Department of Conservation and Recreation.
2. On the Hampshire College Farm, a 0.3 acre field is managed as a meadow for pollinators and beneficial insects. Hedgerows between vegetable fields and an irrigation pond also serve as wildlife habitat on the farm.
3. LAND USE PLAN: CONVERSION OF MOWED LAWN TO WILDLIFE AND PLANT HABITAT AREAS

Since fall 2012 students have been working with faculty Steve Roof and sustainability staff on developing a plan to convert lawns to meadows and sustainably managed hayfields. Website:

<https://cws.hampshire.edu/course/view.php?id=41>

There are a number of fields located on the eastern side of campus (outside of the “ring road”) which have potential to be converted from mowed lawns to other uses, including managing agricultural lands for grassland birds, creating wildlife habitat corridors, and establishing early successional habitat areas for endangered species (e.g., the New England cottontail).

The goal of this project is to provide a set of recommendations for a phased approach to convert targeted parcels to wildlife and plant habitat areas to the President and Vice President for Finance and Administration by May 1, 2013. The plan will recommend a mix of land to be managed according to ecological principles, with appropriate paths and activity areas. The proposed plan will achieve four objectives:

1. Greenhouse gas emissions reductions
2. Creation of wildlife and plant habitat
3. Teaching/learning and research opportunities
4. Cost savings

4. Hitchcock Center for the Environment is moving to the Hampshire College campus in 2014--see their website for appropriate programming:

<http://www.hitchcockcenter.org/>

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

<https://cws.hampshire.edu/course/view.php?id=41>

Purchasing

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

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

Electronics Purchasing

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

Qualitative information about EPEAT certification of computer purchases came from Rae-Ann Wentworth.

"---" 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 :

I have been putting it into it practice for the past 2 years. The iMacs and mac laptops are all EPEAT and the Dells we have been purchasing are configured for EPEAT / Energy Star rated. I also look at the energy star of the monitors now. I think the older PC desktops were not and some of the older monitors...Rae-Ann Wentworth (IT)

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

All laptops purchased are at least EPEAT silver certified. All Mac desktops purchased are at least EPEAT silver certified. The only computer purchases that do not meet some form of EPEAT certification are Dell desktops.

Power management guidelines:

<http://www.hampshire.edu/computing/1140.htm>

Education: Eco-friendly office guidelines

<http://www.hampshire.edu/envhealthsafety/12694.htm>

In an effort to keep working equipment out of the landfills and recycling centers, we organized a donation program and gave many computers to a local nonprofit organization and also gave a number of machines to Hampshire employees and students for home use. Non-functional items were recycled through the Five Colleges recycling program.

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

No

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

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

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

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

<http://www.hampshire.edu/computing/green-computing.htm>

Cleaning Products Purchasing

Responsible Party

Beth Hooker

Sustainability Initiative Director
Office of the President

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

Yes

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

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

The College uses the full line of Green Seal Inc. cleaning products provided by Spartan Chemical Company, Inc. in all of its facilities. The approximate percentage as total of all cleaning products used on campus 95%.

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

Janitorial staff are required to purchase the Green Seal line of projects.

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

No

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

Total expenditures on cleaning and janitorial products:

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

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

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

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

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

<http://www.spartanchemical.com/products/category/GREEN>

Office Paper Purchasing

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

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:

It's not a campus policy, but the Sustainable Hampshire website includes tips for making offices more eco-friendly, and those tips include a recommendation to purchase "paper with at least 30% post-consumer recycled content"

<http://www.hampshire.edu/offices/12694.htm>

Information on fiscal year 2013 purchases came from Marge Dunehew.

In addition, for those publications that are still necessary to produce on paper (alumni magazine, viewbook, etc.), the College's communications office has selected "approved" papers (for internal pages that are 100 percent post-consumer fiber paper and covers that are at least 30 percent). Printing companies are selected with an eye toward clean-air operations and electricity from sources other than greenhouse gas-producing carbon fuel sources.

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

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

Yes

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

The paper purchasing policy, directive or guidelines:

POLICY: Effective July 1, 2003, Hampshire College began purchasing 100% post-consumer content, 100% chlorine-free, recycled paper. This paper will be used campus-wide in all copiers and office printers whenever possible. When not possible, paper that is 30% or higher post-consumer waste and 100% chlorine-free will be purchased. Certain formal items, such as printed stationery and documents of the board of trustees, will continue to be printed on the paper the College has used historically in order to preserve consistency in the College's external identity.

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

STEPS TAKEN: Since July 1, 2014, all 8.5x11 copier paper for office use was 100% post-consumer waste content, 100% chlorine-free, recycled paper. We do not have \$ numbers available, but in fiscal year 2013, of the 652 cases of paper purchased by the College, 6 cases (1% of purchased) were made of 10% post-consumer waste, 86 cases were made of 10% to 30% post-consumer waste content (13% of total purchased), 520 cases (80% of purchased) were made of 30% post-consumer waste, and 40 cases (6% of purchases) were made of 100% post-consumer waste.

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

No

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	---
30-49 percent	---
50-69 percent	---
70-89 percent (or FSC Mix label)	---
90-100 percent (or FSC Recycled label)	---

Total expenditures on office paper :

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

http://www.hampshire.edu/offices/14861.htm#Paper_Purchasing

Inclusive and Local Purchasing

Responsible Party

Marge Dunelew

Procurement and Auxiliary Services Director
Business Office

Criteria

Part 1

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

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

Part 2

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

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

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

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

Yes

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

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

Minority and Women-owned Business Policy

Hampshire College is committed to supporting minority and women-owned businesses. In recognition of the value of diversity in our society, we aggressively promote and seek out minority-owned and women-owned businesses.

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

No

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

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

<http://www.hampshire.edu/offices/14861.htm>

Life Cycle Cost Analysis

Responsible Party

Beth Hooker

Sustainability Initiative Director
Office of the President

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

Responsible Party

Marge Dunelew

Procurement and Auxiliary Services Director
Business Office

Criteria

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

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

And/or

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

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

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

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

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

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

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

Some

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

Some

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

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

Xerox, who handles the College's copier leases and staffs the Duplication Center, lists their policies here:

http://www.xerox.com/perl-bin/product.pl?mode=recycling&XOGLang=en_US&referer=xrx

Follett, who handles the campus store, lists their policy here:

<http://www.greenbkstr.com/>

Bon Appetit, who run the campus dining commons, posts their environmental policy here:

<http://www.bamco.com/sourcing/>

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

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

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

Marge Dunelew

Procurement and Auxiliary Services Director
Business Office

Criteria

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

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

And/or

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

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

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

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

Total number of vehicles in the institution’s fleet :

36

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

	Number of Vehicles

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

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

As fleet manager, I ensure that each vehicle is the right size for the job and is necessary for campus operations.

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

<https://www.hampshire.edu/news/Charging-Station-for-Electric-Vehicles-at-Hampshire-College-28131.htm>

Student Commute Modal Split

Responsible Party

Lawrence Archey
Director Facilities & Grounds
Facilities & Grounds

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:

Hampshire College recognizes the student commuting data is a bit out of date. The focus of last year's commuting survey was on employees. Sightlines and the College intend on updating the student commuter survey during the FY14 renewal process.

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

Total percentage of students that use more sustainable commuting options:

13

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)	7.10
Walk, bicycle, or use other non-motorized means	2.40
Vanpool or carpool	2.40
Take a campus shuttle or public transportation	8.20
Use a motorcycle, scooter or moped	0

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

Campus Sustainability Data Collector | AASHE

Only 276 students commute at Hampshire College. This mode mix reflects that 20% of the non-residential, commuting population. The 2011 commuting data was gathered through the Sightlines Commuting Survey that was deployed to the campus community in October 2011. 105 students responded to the survey.

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

Employee Commute Modal Split

Responsible Party

Lawrence Archey
Director Facilities & Grounds
Facilities & Grounds

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:

8.40

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)	91.60
Walk, bicycle, or use other non-motorized means	2
Vanpool or carpool	4.60
Take a campus shuttle or public transportation	1.80
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

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

Assuming 100% commuting by faculty and staff, this mode mix reflects a 130 faculty and 261 staff commuting population. The 2013 commuting data was gathered through the Sightlines Commuting Survey that was deployed to the campus community in November 2013. 83% of respondents were staff and 14.8% of respondents were faculty.

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

Support for Sustainable Transportation

Responsible Party

Beth Hooker

Sustainability Initiative Director
Office of the President

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:

We have bike sheds on campus, where bikes can be locked. Lockers are available in the Robert Crown Center on a first come, first serve basis. Showers are also available at the RCC. Any student with a valid picture ID may sign up for a locker in RCC locker room. Lockers can be signed out per semester. Students must provide their own locks.

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:

We have bike sheds on campus, where bikes can be locked, near the residential halls. Also, there are bike racks outside of all non-residential buildings.

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:

Yellow Bike is a community bicycle program. Yellow Bike takes old donated bikes, fixes them up, paints them yellow, and releases them onto campus.

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):

Five College students (including Hampshire College students) ride the Pioneer Valley Transit Authority bus lines between the five colleges for free during the academic year. This service is funded by the five colleges, including Hampshire College.

Staff and faculty also can use the PVTA for free.

The Five College consortium pays a fee to the PVTA for the academic year to run the buses between the five campuses. The campuses pay about 80% of this total (equal shares) and the Student Government Associations pay about 20% for extra service outside of class times for evening and weekend buses.

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

No

A brief description of the GRT program:

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

Yes

A brief description of the carpool/vanpool program:

Intranet announcement system is utilized by students, faculty, staff looking to find rideshares/carpools.

The Environmental Committee is working the the MA Department of Transportation to promote their "MassRides" program, which is available to anyone in the State.

<http://www.commute.com/>

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:

A partnership with ZipCar offers Hampshire students, faculty, and staff discounted membership rates for access to the dedicated group of Zipcars that live on campus.

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

Yes

A brief description of the electric vehicle recharging stations:

Charging Station for Electric Vehicles at Hampshire College

Electric vehicle owners at Hampshire College now have access to a permanent charging station, thanks to Nissan.

Nissan donated an AeroVironment dual dock charging station to the College. It was installed in the parking lot behind Cole Science Center. With two cars charging at the same time, a full charge takes about four hours.

“The new charging station provides an incentive for members of the campus community and represents another step in our efforts to reduce carbon emissions,” said Hampshire College President Jonathan Lash.

"Our colleges and universities cultivate the thinkers and leaders who will define the future," said Wahid Nawabi, senior vice president and general manager of AeroVironment's Efficient Energy Systems business segment. "We are delighted to help promote the use of plug-in electric vehicles at Hampshire College, and look forward to speeding the transition from gas-powered cars to electric vehicles for many drivers."

Nissan donated the charging station to explore best practices for deploying charging stations in multiple use areas, and to begin creating a replicable model of electric vehicle infrastructure.

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

Yes

A brief description of the telecommuting program:

In March/April 2012, following a study of feasibility, a flexible work arrangement policy was set up through the Human Resources office. Employees may officially request flexible work arrangements, with approval and details agreed upon by the supervisor, depending upon departmental needs. Flexible Work Arrangement forms are available on this webpage:

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

Yes

A brief description of the condensed work week program:

Hampshire College offers a flexible work week (condensed, or telecommute).

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

No

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

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

No

A brief description of other sustainable transportation initiatives and programs:

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

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Lawrence Archey
Director Facilities & Grounds
Facilities & Grounds

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:

Baseline year 2004 data does not exist for the field "Materials re-used, donated or sold" as Sightlines did not begin capturing this data point until FY2011.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	98 Tons	121 Tons
Materials composted	20 Tons	20 Tons
Materials reused, donated or re-sold	70 Tons	0 Tons

Materials disposed in a solid waste landfill or incinerator	234 <i>Tons</i>	300 <i>Tons</i>
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Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	1,103	998
Number of residential employees	4	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,379	1,248
Full-time equivalent of employees	391	393
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, 2003	June 30, 2004

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

The FY2004 baseline was adopted for all relevant Operations credits as this is the first year of data Sightlines.

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

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

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

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

The College has taken its catalog, course schedules and directories fully online as well as its student and faculty handbooks.

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

Besides encouraging students to scan on the photocopiers and the book scanner we limit students' printing by giving them an allotment of \$25 per academic year (the equivalent of one ream of paper) for printing and copying. After that students must add money to their own accounts.

IT has posted a script that comes up each time a print job is sent encouraging students to double-side their documents to save paper. Students also see the following environmental statistics when logging in to their own accounts (and this is just a sample from one individual's account):

Environmental Impact

Trees 0.142% of a tree since Aug 24, 2012

Carbon 513 grams of carbon dioxide since Aug 24, 2012

Energy Equivalent to running a 60W bulb for 32.3 hours

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

The Environmental Committee coordinates a Year End Move Out Collection Campaign, providing a storage trailer and encouraging students moving out of dorms and mods to remove items from the waste stream that could be repurposed by Hampshire community members or donated to local charities.

Students are also encouraged to donate belongings to the food/supply drive organized by Students for Human Rights. Donations benefit Not Bread Alone. Donation boxes are distributed across campus and in the Dean of Students Office.

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

Trayless dining

No plastic lids provided for paper coffee cups

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

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of

kitchen food waste, prep waste and spoilage:

All pre-consumer food waste is sold to a local farm that uses it to make compost. The Hampshire College Farm buys the compost back to use on its vegetable fields.

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

We do not use trays in our dining commons.

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):

Hampshire College has banned the sale of bottle water on campus.
The campus dining commons does not offer "to-go" food.
All to-go coffee cups are made from recycled materials and are recyclable.

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):

There is no to-go option for the dining commons.
The dining commons supplies china and metal flatware.

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:

Beverage sales are discounted for bringing a reusable mug to the Bridge Cafe.

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

Bon Appetit purchases B-Grade items that are not suitable for retail sales from the Hampshire College Farm to use in the dining commons. (This includes bruised produce, second day items, eggs with hairline cracks etc)

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

Waste Diversion

Responsible Party

Lawrence Archey
Director Facilities & Grounds
Facilities & Grounds

Criteria

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

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

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

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

Materials diverted from the solid waste landfill or incinerator:

188 Tons

Materials disposed in a solid waste landfill or incinerator :

234 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:

We are pleased to announce that Republic Services of Chicopee has been awarded a contract for the removal of trash and recyclables from the College. We moved from a dual stream recycling process that separates bottles, cans, and paper to a single stream "All in One" process that combines recyclables into one receptacle. The program started in July 2014.

As part of the new program, we have been upgrading our container collection system to be more user-friendly. We've been installing color coded bins that are consistent throughout campus. Very simply, blue is for recyclables and black is for waste. Depending on the location, the shape and size of the receptacle may differ, but the colors blue and black will remain consistent.

<https://www.hampshire.edu/facilities/hampshire-college-trash-and-recycling-program>

-Hampshire College has banned the sale of plastic water bottles on campus.

-At the end of the semester, students are encouraged to donate belongings to the food/supply drive organized by Students for Human Rights. Donations benefit Not Bread Alone. Donation boxes are distributed all around campus and in the Dean of Students Office.

- The Environmental Committee coordinated a Year End Move Out Collection Campaign, which provided a large storage trailer and encouraged students moving out of dorms and mods to remove items from the waste stream that could be repurposed by Hampshire community members or donated to local charities.

-The Climate Justice student group conducts awareness campaigns to promote and educate about recycling

- The Upcycling Mod provides a living opportunity for students who are interested in sustainable living practices centered around the reuse and repurposing of discarded items.

-The Hampshire College Farm staff provides education tours of the farm including the compost pad, where compost from a local farm is stored for use on campus vegetable fields.

- Originally started as a student thesis project, cooking oil is collected from the dining commons and made into biodiesel by students and alumni at the the Hampshire College Farm.

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

All usable leftovers from the dining commons are frozen and sent to local shelter (Craig's Door). Unserved meals and any excess vegetables in CSA are donated to local soup kitchens as well. However, these donations are not weighed/tracked and as a result are not included in the totals identified above.

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

Pre-consumer waste generated in the dining commons is sent along with post-consumer waste to a local farm that composts it. The Hampshire College Farm buys back the compost and spreads it on the vegetable fields.

Pre-consumer food waste generated at the Hampshire College Farm center is used with discretion as supplementary food for chickens and pigs.

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

-There is a compost station at the dish drop off area in the campus dining commons. There is instructional and educational signage about composting to create awareness. Guests must clear their plates into clearly labeled bins (food waste, paper waste, silverware, glassware). Trash receptacles are clearly labeled "Landfill" to increase awareness.

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

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

Construction and Demolition Waste Diversion

Responsible Party

Lawrence Archey
Director Facilities & Grounds
Facilities & Grounds

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:

11.55 Tons

Construction and demolition materials landfilled or incinerated :

16.63 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:

Hazardous Waste Management

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

Criteria

Part 1

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

Part 2

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

Submission Note:

Information supplied by Nancy Apple, director of health and safety

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

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

Yes

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

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

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

Hampshire College disposes of all hazardous, special and universal chemical waste in accordance with RCRA (Resource Conservation and Recovery Act). Non-regulated chemicals are evaluated and often also sent to licensed facilities. Waste is shipped to several licensed

waste management facilities. The preferred disposal methods are recycling, treatment, and incineration.

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

n/a

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

n/a

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

Yes

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

Yes

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

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

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

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

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

<http://www.hampshire.edu/envhealthsafety/12138.htm>

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

Lawrence Archey
Director Facilities & Grounds
Facilities & Grounds

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	16,236,088 Gallons	18,316,276 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	16,236,088 Gallons	18,316,276 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	1,103	998
Number of residential employees	4	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,379	1,248
Full-time equivalent of employees	391	393
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	809,796 <i>Square Feet</i>	801,895 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	160 <i>Acres</i>	160 <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, 2012	June 30, 2013
Baseline Year	July 1, 2003	June 30, 2004

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

FY2004 was used as the baseline for all relevant Operations credits as this was the first year of data within the Sightlines database.

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:

Crop irrigation on farm from on-farm pond. This usage is not tracked or reflected in any total above.

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

The college has just recently added water metering to two of its buildings.

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:

Low-flow toilets and faucet aerators have been installed campus wide.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

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

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

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

Responsible Party

Lawrence Archey
Director Facilities & Grounds
Facilities & Grounds

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:

Although not in written policy, the College will implement stormwater runoff reduction strategies for all new construction. The recently constructed Ken Burns Wing directs stormwater into the ground for recharging. We are looking at ways to implement this strategy in other existing facilities.

RW Kern Center--under construction--to be ZERO NET WATER, LBC Certified:

the RW Kern Center is currently under construction. It will be a multifunctional learning, teaching, and exhibition space. This building will house the new admissions office of the College and will also provide instructional space, serve as a hub to share information about the campus, and showcase Hampshire's mission.

The College is pursuing Living Building Certification (LBC), which requires the creation of a net-zero energy, waste, and water building. Not only is this standard consistent with our institutional values, but it will also provide rich learning opportunities for students. As part of the LBC challenge, the building will be situated to eliminate traffic from the center of campus, shifting the focus from fossil fuel powered vehicles to people.

There are currently fewer than ten LBC-certified buildings in the country, and Hampshire can provide national leadership at the confluence of architectural design and energy and water conservation. Our design team, which includes Bruner Cott architects and Jonathan Wright (Hampshire alumnus) builders, are working closely with the International Living Future Institute to address all aspects of the Living Building Challenge (

<https://ilbi.org/lbc>

).

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:

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

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

A brief description of any porous (i.e. permeable) paving employed by the institution:

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

The College has one large retention pond that accepts the stormwater from approximately one third of the campus. This naturally filters the water and ensures the rate of water leaving the campus is at a steady state.

A brief description of any bioswales on campus (vegetated, compost or stone):

There is one vegetated swale along one end of a parking lot where water runoff is filtered.

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

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

Wastewater Management

Responsible Party

Lawrence Archey
Director Facilities & Grounds
Facilities & Grounds

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:

Hampshire College is connected to the municipal sewer system. Wastewater is treated centrally via Anaerobic Digestion at the Amherst Wastewater Treatment Facility

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

Total wastewater discharged:

16,236,088 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

Hampshire College is connected to the municipal sewer system. Wastewater is treated centrally via Anaerobic Digestion at the Amherst Wastewater Treatment Facility.

See Innovation 3 for description of new building, which will treat waste water on site. Construction to begin Fall 2014.

The website URL where information about the institution's wastewater management practices is available:

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

Beth Hooker

Sustainability Initiative Director
Office of the President

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:

There are three major committees related to sustainability on campus:

1. Sustainability Transitions Advisory Committee (STAC)
2. The Environmental Committee
3. The Food, Farm, and Sustainability Advisory Committee

Full time staff include:

1. Director of Food, Farm and Sustainability
2. Program Coordinator, Food, Farm and Sustainability
3. Farm CSA manager
4. Farm assistant vegetable grower
5. Farm livestock and pasture manager
6. Vervane Fellow

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:

1. Formed in 2012, by invitation from President Lash, the Sustainability Transitions Advisory Committee (STAC) advises the President, the Dean of Faculty/Vice President for Academic Affairs, and the Vice President for Finance and Administration on the use of available resources to:

- Engage faculty, staff and students from all of Hampshire's schools and programs, and Hampshire staff in the exploration and invention of a culture of sustainability at Hampshire;
- Link Arts, Humanities, Sciences, and Social Sciences in making Hampshire more sustainable, and equipping Hampshire students, whatever their focus, to thrive and lead in a world challenged by problems of resource conflict, environmental destruction, and injustice;
- Encourage innovation in curriculum, operations, farm, and food to make Hampshire a leader in sustainability;
- Communicate our goals and vision internally and externally.

The Committee may propose projects, curriculum, events, strategies and initiatives to accomplish these goals, and may convene campus discussions of issues and options. The Committee may set up appropriate sub-committees.

The STAC will coordinate with the Campus Environmental Committee. The Campus Environmental Committee will remain responsible for implementation of the Sustainability Revolving Fund, the Climate Action Plan, and other on-going initiatives.

2. The Environmental Committee, made up of elected and appointed faculty, staff, and students from across the campus, engages the entire community in environmental and sustainability issues. The environmental committee is an advisory body and action committee to the President and the community at large. Its responsibilities include the following:

To gather information pertinent to decreasing the College's "environmental footprint," and to convert this information into usable form. This may include ecological surveys, institutional studies, financial information, development plans, student work, awareness campaigns on specific issues, and more. All information will be public and easily accessible.

To connect with various administrators, trustees, faculty, and student groups to coordinate interests, plans, and activism in terms of environmental efforts. This includes inviting the entire community to voice what they would like to see happen in the future.

To advise and make recommendations to the administration on ways to maximize socially-just sustainable planning in purchasing, development, and policy making.

To help increase the community's awareness and accessibility to low-impact living.

3. The Food, Farm, and Sustainability Advisory Committee

This advisory committee, comprised of faculty, staff, students, and staff of the Hampshire College Farm, addresses key issues related to the Hampshire College Farm, the 100% Local Food Initiative (in conjunction with Bon Appetit), curricular, and co-curricular opportunities, and future opportunities for the Food Farm and Sustainability program. Faculty from all academic schools, and students and staff from across the campus are represented on this committee.

The FFS Advisory Committee meets 3 times per semester. The committee

- 1) provides a space for interdisciplinary communication about food, farm, and sustainability needs and efforts across the college;
- 2) advises the Food, Farm, and Sustainability program on dining service, student life, food and farm related curriculum, and co-curricular activities.

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

1. Sustainability Transitions Advisory Committee (STAC)

Faculty/Staff

Steve Roof, NS (natural science), Geology

Charlene D'Avanzo, NS, Ecology, joined Spring 2013

Laura Sizer, CS (dean), philosophy

Betsy Hartmann, CSI (critical social inquiry), development studies

Michael Klare, CSI, Peace and World Security, joined Spring 2013

Karen Koehler, HACU (humanities, arts and cultural studies), Art and Art History--on leave 2014

Jeffrey Wallen, Dean of HACU, professor of art

Sara Rafferty, HACU, professor of art

Roxanne Finn, IA, design and innovation for social change, joined Spring 2013

Staff

Thea Atwood, Science Librarian

Jennifer King, Director of Library

Larry Archey, director of facilities

Beth Hooker, Sustainability Initiative Director

Joanna Olin, Interim Chief of Staff

Students

Emma Optiz

Justine Gonzalez-Burg

Rachel Clifford

Justin Singletary

2. Spring 2013 Environmental Committee

Elected Members:

Roxanne Finn (chair), Co-director, The Creativity Center

Steve Roof, School of Natural Science Faculty

Michael Klare, School of Critical Social Inquiry Faculty

Fred Wirth, School of Natural Science Faculty

Chelvanaya Gabriel, Lab Manager/Greenhouse Supervisor

Nancy Karella, Senior Assistant to VP Finance & Administration

Carl Weber, Associate Director of Facilities and management

Martin Jutres, student

Josh Reynolds, student

Standing Members:

Nancy Apple, Director of Environmental Health and Safety

Pam Tinto, Assoc. Dean of Students for Campus Leadership and Activities

Larry Archey, Director of Facilities and Grounds

Leslie Cox, Farm Manager

Beth Hooker, Sustainability Initiative Director

3. Food Farm and Sustainability Advisory Committee

Farm Staff:

Beth Hooker, Director of Food Farm and Sustainability
Jess Marsh, Food Farm and Sustainability Program Coordinator
Nancy Hanson, Hampshire College Farm CSA Manager
Pete Solis, Livestock Manager
Jason Dragon, Assistant Vegetable grower
Walter Poulsen, Vervane Fellow

Staff:

Jim Lachance, Dining Commons General Manager
Pamela Tinto, Associate Dean of Students for Campus Leadership

Faculty:

Jason Tor, Dean of Natural Science, Associate Professor of Microbiology
Brian Schultz, Associate Professor of Entomology and Ecology
Cindy Gill, Associate Professor of Physiology
Susan Darlington, Dean for Academic Support, Professor of Anthropology and Asian Studies
Sarah Partan, Associate Professor of Animal Behavior
Karen Koehler, Professor of Architectural and Art History
Kara Lynch, Associate Professor of Video Production

Students:

Sidney Katz, livestock workstudy
Maya Berenholz, signer for Community Garden Group
P. Jake Burke, signer for Community Garden Group
Walter Poulson, signer for Growing Farmers, Intern for FFS
Matt Kaminsky, signer for Growing Farmers
Sophie LaPoint, livestock workstudy
Julie Pedke, signer for Greenhouse Mod
Alex McKenzie, Vervane Intern
Ali Gibbs, singer for Mixed Nuts Co-op

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

<http://www.hampshire.edu/discover/25015.htm>

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:

1. Beth Hooker, Director of Food, Farm and Sustainability, full-time staff

Reporting to the President of the College, Beth Hooker, Director of Food, Farm and Sustainability, provides broad institutional leadership and support for, and effective coordinated implementation of, the college's food, farm and sustainability efforts. She provides leadership and support for current initiatives and will propose avenues to build upon those initiatives in the future. Dr. Hooker also manages the Farm Center staff and related land use decisions. She works closely with the new dining service provider, Bon Appetit, and other campus groups to ensure that the goals of the Healthy Food Transition are being met and advanced. Dr. Hooker also directs the annual Food, Farm

and Sustainability Institute, offered during the summer.

2. Nancy Hanson, Community Supported Agriculture manager (full time)

The CSA Manager is responsible for all management duties related to operating the CSA, including supervision of casual employees, student employees and summer interns; and production, distribution and sales of vegetables, flowers and herbs. The CSA Manager is also responsible for linking the CSA program to the educational mission of the college, to the college dining services and to the wider community. The CSA Manager operates under the supervision of the Director of Food, Farm and Sustainability

3. Pete Solis, Livestock and Grasslands manager (full time)

The Manager is responsible for all management duties related to operating the animal farm, including supervision of casual employees, student employees and summer interns; and production, distribution and sales of animal products. The Manager will also provide guidance on the future direction of the farm, in the context of the strategic plan. The Manager operates under the supervision of the Director of Food, Farm and Sustainability.

4. Jessica Marsh, Food, Farm and Sustainability Program Coordinator (full time)

The Program Coordinator will work with the Sustainability Initiative Director on the Healthy Food Transition. The Healthy Food Transition aims to transform the way the community interacts with food—from production to consumption—and how the local community is part of them. The Program Coordinator will also work with the CSA and farm managers, area farms and local food businesses and Bon Appetit Management Company, in support of the 100% Local Food Challenge. The process of realizing the goal of significant local sourcing will provide excellent opportunities for education and outreach and Hampshire and beyond. The Program Coordinator will work to foster and build relationships across Hampshire College and with other institutions and organizations. The Program Coordinator will document the the planning process and accomplishments, through writing and editing the Food, Farm and Sustainability blog, and communicating to the community through a variety of avenues.

5. Jason Dragon, Assistant Vegetable grower (full time)

The Assistant Vegetable Grower will assist the Community Supported Agriculture (CSA) Manager in all aspects of production and harvest of organic vegetables on the Hampshire College Farm. He will also assist in the marketing of these crops to CSA members, the campus dining hall and the wider campus community. The Vegetable Production Assistant will also work with the CSA Manager, the Director of Food, Farm, and Sustainability and college professors to facilitate the summer program in food, farm and sustainability and to conduct on-farm research projects as needed.

6. Walter Poulsen, Vervane Fellow (6 months, full time). As a recent graduate, the Vervane Fellow is involved with the following:

- Planning and implementation of 3 to 4 events for FFS (films, lectures, etc...)
- An analysis of means of communication and implementation of strategy for outreach to campus community, particularly students
- Work on the strategic planning document—building on his excellent work on paste tomatoes, pickling cucumbers, and blueberries, in addition to his ability to synthesize community input and divergent views.
- Provide support for other farm-related planning activities, including researching ways to integrate solar with agricultural practices.

7. Jessa Orluk, Environmental and Reproductive Justice Fellow, Population and Development (PopDev) Program (full time)

The Hirshberg grant funded the first PopDev Environmental and Reproductive Justice Fellow during the 2013-2014 academic year. The Fellow facilitated several conversations on environmental justice and racism, supported a panel discussion centered on the question, “Is militarism sustainable”, and worked to incorporate environmental justice into the annual CLPP conference. Based on the success of this fellow program, we have allocated funding for a second year, where the Fellow will engage the college community, particularly students, with issues of sustainability and social justice through participatory workshops, site visits to environmental justice initiatives in the Bronx, Holyoke and Worcester, and publications on key climate justice issues. Their goal is to further the Hampshire community's thinking on social justice as a key component of sustainability and to share this critical take through PopDev publications to national and international audiences.

STUDENT INTERNS

1, Josh Reynolds, Sustainability Initiative Intern, student intern

The Sustainability Intern works with Beth Hooker, sustainability initiative director, on new and on-going initiatives. The intern will coordinate with student groups to highlight student-led initiatives, through use of social media and other avenues. The intern will also coordinate existing initiatives, such as the LED lightbulb exchange, work on the implementation of the Climate Action Plan, and design educational materials to promote sustainable living on campus and beyond.

2. Walter Poulsen, Vervane Food, Farm and Sustainability intern (through 2014)

Intern works closely with Nancy Hanson, CSA farm manager, and Beth Hooker, Director of Food, Farm and Sustainability, on key aspects of the strategic plan for Hampshire College Farm, particularly with regard to vegetable farming.

FFS Interns contribute to projects related to the evaluation of the farm, dining services, land use, and much more to inform the future direction of the Hampshire Farm. The CSA intern provides background research on topics ranging from season extension to crop selection to viability of land for vegetable production. Intern also researches opportunities for entrepreneurial ventures.

3. Alex McKenzie, Vervane Food, Farm and Sustainability Intern (Spring 2014)

Intern works with Shannon Nichols, livestock and grasslands manager, and Beth Hooker, Director of Food, Farm and Sustainability, on key aspects of the strategic plan for Hampshire College Farm, particularly with regard to animal husbandry and farm products.

FFS interns contribute to projects related to the evaluation of the farm, dining services, land use, and much more to inform the future direction of the Hampshire Farm. The livestock/grasslands intern provides background research on topics ranging from meat production to alternative crop production for use as animal feed. Intern also researches opportunities for farm enterprises, including value-added dairy and meat products.

4. Matt Kaminsky, Community Garden intern (Summer 2014)

Intern manages the Community Garden space on campus over the summer, tends to the Hampshire College Orchard, and works at the Hampshire College Farm

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

6.50

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

https://www.hampshire.edu/academics/contact_us.htm

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Dr. Beth Hooker

A brief description of each sustainability officer position:

Reporting to the President of the College, Beth Hooker, Director of Food, Farm and Sustainability, provides broad institutional leadership and support for, and effective coordinated implementation of, the college's food, farm and sustainability efforts. She provides leadership and support for current initiatives and will propose avenues to build upon those initiatives in the future. Dr. Hooker also manages the Farm Center staff and related land use decisions. She works closely with the new dining service provider, Bon Appetit, and other campus groups to ensure that the goals of the Healthy Food Transition are being met and advanced. Dr. Hooker also directs the annual Food, Farm and Sustainability Institute, offered during the summer.

The Healthy Food Transition aims to change the enterprise of producing, preparing, consuming, and managing food on campus, using food as a means to teach students, communicate values, experiment with new models of food systems that solve problems, influence our peers, and serve our community.

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

<http://www.hampshire.edu/discover/24980.htm>

Responsible Party

Beth Hooker

Sustainability Initiative Director
Office of the President

Criteria

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

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

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

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

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

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

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

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

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

PROPOSAL FROM SUSTAINABILITY TRANSITIONS ADVISORY COMMITTEE, APRIL, 2014:

Background: Sustainability in and across the curriculum:

The June 2013 STAC Report defined five programmatic clusters that each present a different perspective on issues of sustainability and climate change: Design/Ethics, Art/Aesthetics; Politics, Ecology & Social Justice; Environment, Education & Communication; Green Urban Solutions; and Food, Farm & Sustainability. Together these illustrate that issues of sustainability and environment intersect with every area of the Hampshire College curriculum. One of the strengths of Hampshire College as a site of innovative curricular development in sustainability and environmental studies is our ability to encourage transformative interdisciplinary thinking around these pressing concerns. Another strength is the fact that many faculty and students are already teaching and working in these areas. Hampshire College has curricular strengths in sustainable architecture and design, food studies, environmental/science education, and environmental sciences and ecology. In addition, Hampshire College is cultivating relationships with non-academic environmental educators such as the Hitchcock Center. These hold the promise of developing strong curricular and community-engaged learning connections for our students, and situating Hampshire as a center of environmental and sustainability studies.

Proposal: The Creation of an Interdisciplinary Sustainability Studies Program at Hampshire College

Our proposal of an Interdisciplinary Sustainability Studies Program (ISSP) is designed to collect and magnify the diverse efforts, interests, and approaches to sustainability and environmental studies across the campus. The elements of this program include:

- a) Curricular and administrative efforts that define and present the five programmatic clusters as pathways through an ISS Program of study. Students can make ISS the focus of their Division II, or can incorporate an ISS element into a Division II on another topic.
- b) Student life efforts that continue to develop and refine the Living Learning Communities associated with sustainability.
- c) Development of non-classroom experiences such as funded internships and research projects that are supported through funding by the Hirschberg Fund.
- d) Creation of a faculty position in environmental education or sustainability studies. This will help grow relationships with Hitchcock and other local partners, add to the curriculum in these areas, and further strengthen our offerings in ISS.

Conclusion: these proposals work together to define and support a robust, innovative and radically interdisciplinary approach to sustainability and environmental studies. The Interdisciplinary Sustainability Studies Program defined here would put Hampshire College on the map as an undergraduate institution uniquely poised and able to educate students to be environmentally conscious, aware and active citizens for the future. This program draws together and amplifies our current strengths, makes use of our flexible, hands-on and engaged approach to education, and makes good on our values.

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

- a. creation of course of study through the five programmatic clusters
- b. Living Learning communities and sustainability themed apartments

2014-2015: There will be 4 sustainability themed apartments (5 residents/mod) in one of the Greenwich mods.

2 x "Transition town"

1 "Upcycling"

1 "Vegan"

Plus: The Environmental Justice and Sustainability Living & Learning Community

will introduce participating students to the healthy food systems, campus operations, creative curricula, and innovations in campus life that comprise the foundation of the Sustainable Hampshire initiative. Residents of the LLC will be introduced to Div II and Div III peers, faculty and staff, and local community partners connected to this work and to other environmental justice and sustainability efforts in the Pioneer Valley. The Environmental Justice and Sustainability LLC is co-sponsored by the Dean of Students Office and Office of the President. Regular programming for the LLC will be scheduled with residents and also offered regularly on Saturday mornings.

c. creation of additional research and internship opportunities

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

Sustainability Transitions Advisory Committee
Dean of Faculty
Beth Hooker, Director of Food, Farm and Sustainability

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

Standard Faculty Development funds can be used to encourage faculty research in sustainability. The office of foundation and government relations (OFGR) provides a range of services to build partnerships between Hampshire College and public and private organizations, supporting faculty research and institutional programs and initiatives.

FOR STUDENTS:

DIVISION III THESIS PROJECTS: In the final year, students undertake a major independent study project with the guidance of a committee. Typically, Division III projects explore in depth a specific aspect of the student's Division II work. Division III students devote the major part of their time to the independent study project.

Students must also undertake two advanced educational activities while they are engaged in Division III work. The first of these activities must be an advanced level course or supervised teaching activity. The second may be one of the above activities, a supervised internship, or a course of independent study for which the student is properly registered.

Students interested in sustainability are encouraged to pursue relevant research in support of their thesis. For list of Division III projects related to sustainability, please see section AC2, Learning Outcomes.

2. President's Alumni Summer Internship Program in Sustainability

<http://www.hampshire.edu/ns/25666.htm>

3. Various scholarships offered – CAREER OPTIONS RESOURCE CENTER maintains a listing online

http://www.hampshire.edu/index_corc.htm

4. Pervasive opportunities for in-class research projects, and independent studies
(Information and examples are available across our College website)

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

Number of faculty and students who are influenced by funding.

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

Sustainability Transitions Advisory Committee
Dean of Faculty

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

1. Sustainable Hampshire is an ongoing (five-year) process of transitioning the College as we build an even more vigorous "culture of sustainability." It began during 2012/13 with the Healthy Food Forum and ongoing discussions of a Healthy Food Transition.

<http://www.hampshire.edu/discover/sustainable.htm>

2. Fall 2013 opened with discussions of the common reading for new students, "Garbology: Our Dirty Love Affair with Trash." Author Edward Humes, a Hampshire College graduate, spoke on campus. Discussions around the book continued throughout the fall semester for new students in their tutorial classes, providing a theme for them as they build social learning groups and delve into the Hampshire model of education.

3. Themed living experiences:

There are 4 sustainability themed "mods" planned for the on-campus apartments in Fall 2014. Each mod houses 5 students. This program is managed by Student Life.

1. Transition Mod (2 units)

Born from the frustration of an unsustainable lifestyle, the Transition Hampshire Mod aims to close the gap between the just future we desire and our everyday reality. The 10 residents (5 in each Mod) will take multiple small changes in their lifestyle while monitoring energy usage, hosting community events, an EPEC class, and advocating for more just choices on campus. Commitments include: sourcing food from all local/seasonal/responsible sources, monitoring and publishing all energy usage, utilizing all non-toxic, natural cleaning methods. We welcome any suggestions about how to make our mod and our lifestyles, more sustainable!

2. Upcycling Mod

The aim of upcycling is to re-purpose something that would otherwise be considered waste & to 'up' its value and quality by doing so. The goal of this community is to create a sustainable space that provides opportunities to design new products, lessen unnecessary waste, teach, learn and generally promote upcycling.

3. Vegan Mod

4. The Environmental Justice and Sustainability Living & Learning

Housed in one of the dorms, the Environmental Justice and Sustainability Living & Learning Community will introduce participating students to the healthy food systems, campus operations, creative curricula, and innovations in campus life that comprise the foundation of the Sustainable Hampshire initiative. Residents of the LLC will be introduced to Div II and Div III peers, faculty and staff, and local community partners connected to this work and to other environmental justice and sustainability efforts in the Pioneer Valley. The Environmental Justice and Sustainability LLC is co-sponsored by the Dean of Students Office and Office of the President. Regular programming for the LLC will be scheduled with residents and also offered regularly on Saturday mornings.

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

Numbers of students, faculty and staff engaged in activities and positively affected.

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

Office of Student Life
Office of Spiritual Life
Food, Farm and Sustainability program

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

n/a

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:

n/a

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

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

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

Hampshire College is currently constructing its first new building in decades: a multifunctional learning, teaching, and exhibition space called the RW Kern Center. This building will house the new admissions office of the College and will also provide instructional space, serve as a hub to share information about the campus, and showcase Hampshire's mission.

The College is pursuing Living Building Certification (LBC), which requires the creation of a net-zero energy, waste, and water building. Not only is this standard consistent with our institutional values, but it will also provide rich learning opportunities for students. As part of the LBC challenge, the building will be situated to eliminate traffic from the center of campus, shifting the focus from fossil fuel powered vehicles to people.

There are currently fewer than ten LBC-certified buildings in the country, and Hampshire can provide national leadership at the confluence of architectural design and energy and water conservation. Our design team, which includes Bruner Cott architects and Jonathan Wright (Hampshire alumnus) builders, are working closely with the International Living Future Institute to address all aspects of the Living Building Challenge (

<https://ilbi.org/lbc>

).

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

The Living Building Challenge is the built environment's most rigorous performance standard. It calls for the creation of building projects at all scales that operate as cleanly, beautifully and efficiently as nature's architecture. To be certified under the Challenge, projects must meet a series of ambitious performance requirements, including net zero energy, waste and water, over a minimum of 12 months of continuous occupancy.

<http://living-future.org/lbc>

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

Vice President and Treasurer of College
Facilities Management

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

100% Local Foods Challenge

Hampshire College is going to test the limits of regional sustainable agriculture by sourcing nearly 100 percent of food on campus locally, and a \$50,000 grant from the Henry P. Kendall Foundation will support the effort.

Hampshire's 100% Local Food Challenge will draw from the campus farm, and dining service provider Bon Appétit Management Co.

already purchases 40 farm shares through the Community Supported Agriculture (CSA) program. But the College aims to get all food from sources within a 150-mile radius, other than a few items such as coffee and citrus that are not local and fish from within a 500-mile radius.

The Kendall Foundation grant will be used through 2014 to advance this mission, enabling the College to build collaborative networks with local farmers and a variety of community agricultural organizations like the Real Food Challenge, Community Involved in Sustaining Agriculture (CISA), Pioneer Valley Grows, and the Food Bank of Western Massachusetts.

“Thinking about the political, economic, and environmental implications of how we produce, transport, and consume food is a good way to get at broader questions of sustainability,” said Hampshire College President Jonathan Lash. “This transformation will allow us to elevate the current discourse on sustainable food procurement, reduce our carbon footprint, and ultimately empower our students to be informed leaders in considering the food systems of the future.”

Building blocks of the plan have already been developed on campus. Bon Appétit is working with Hampshire to research various opportunities for regional processing and preservation. A range of technologies for expanding the growing season at the College’s Farm Center is also being explored.

One of the key long-term projects in the 100% Local Food Challenge is creation of a Center for New England Food and Agriculture at Hampshire College. Using the College’s land, curricular innovation, and academic and farming expertise, it will be a collaborative hub for members of the agricultural community and for the Five College consortium. Collaborative research programs, sustainable agriculture apprenticeships, internships, and cross-institutional initiatives will provide a much needed opportunity to bring people together to explore the idea of what it means to source 100 percent of food locally.

“We chose to support this initiative at Hampshire because colleges are key levers for change in the food system,” said Kendall Foundation Executive Director Andrew W. Kendall. “They are able to create a meaningful impact on the production and consumption of local food through their purchasing capacity. Longer-term benefits result from the learning and engagement of students, faculty, and the broader community. With the commitment and leadership shown by President Lash and the College’s administration, we’re thrilled to be able to partner with such an important player in our Route 91 Groundwork area.”

The Kendall Foundation’s Groundwork Strategy focuses on targeted geographic areas within New England that can be lifted up for others who seek to replicate their success. The Route 91 corridor from Greenfield, MA, to New Haven, CT, is one of the selected areas.

The Henry P. Kendall Foundation is a nonprofit dedicated to building a healthy food system in New England that increases the production and consumption of local, sustainably produced food.

Kendall Foundation, “Bolstering the 100% Local Food Challenge through Targeted Investment.” This project will structure and strengthen a local procurement effort that has drawn high levels of attention from both students and alumni. Our strategies to increase our local food consumption include augmenting the participation in meal plans while decreasing protein consumption, and undertaking infrastructure improvements that include physical renovations. We will also work to create a Five College Virtual Food Hub, and link our initiatives with organizational leaders to expand agriculture infrastructure in the region. The project is funded for two years with \$250,000 to support:

- Food, Farm, and Sustainability (FFS) Program Coordinator
- Increases in local purchasing

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

- Created "dining dashboard" to track student participation in dining plans and local food purchasing, with a goal of 70% local food by 2019
- Percentage of dining hall food sourced from the Hampshire College Farm
- Percentage of dining hall food sourced from local and regional farms within 150 miles (currently over 30%)
- Percentage of students who choose campus dining options
- Number of CSA Shares sold from the Hampshire College Farm to Faculty, Staff, and Students

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

Beth Hooker, Food Farm and Sustainability Director

Sandy Chessey, Interim VP Finance and Administration

Byron McCrae, Dean of Students

James LaChance, General Manager, Bon Appetit

Food Farm and Sustainability Committee

Bon Appetit Management Company

James Lachance, General Manager

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

In 2007, the College signed the Presidential Climate Commitment, which includes our goal to achieve carbon neutrality by 2032. Through the Climate Action Plan, we have identified many pathways toward this goal, including renewable energy, demonstrating how the pursuit of carbon neutrality enhances the mission of the College.

In February 2015, the Hampshire College Board of Trustees approved a plan to generate nearly 90% of our electricity from ground-mounted solar arrays, with a goal to reach 100% through additional panels on rooftops, parking lot canopies, and research-oriented panels on active farmland.

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

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

Larry Archey, Director of Facilities Management

Sandy Chessey, Interim VP Finance and Administration

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

The Meadowlands Project: Conversion of Mowed Lawn to Wildlife and Plant Habitat Areas”.

This project emerged from a student led initiative to create a plan for transforming lawn area outside the ring road into managed meadowlands, drawing from work of students through independent studies, as well as from work by staff and faculty members. The report lays out a mix of land to be managed for hay and for habitat, with appropriate paths and activity areas, and describes consultation and implementation steps and costs, and means of communicating the goals and reasoning involved to the community and visitors.

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

This plan aims to achieve four objectives: reduce greenhouse gas emissions (GHG); create ecologically appropriate habitat; create teaching, learning, and research opportunities; and save grounds maintenance costs.

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

Facilities Management
Farm Center

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

n/a

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

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

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

n/a

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

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

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

We are pleased to announce that Republic Services of Chicopee has been awarded a contract for the removal of trash and recyclables from the College. We moved from a dual stream recycling process that separates bottles, cans, and paper to a single stream "All in One" process that combines recyclables into one receptacle. The program started in July 2014.

As part of the new program, we have been upgrading our container collection system to be more user-friendly. We've been installing color coded bins that are consistent throughout campus. Very simply, blue is for recyclables and black is for waste. Depending on the location, the shape and size of the receptacle may differ, but the colors blue and black will remain consistent.

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

All trash and recycling will be measured. Benchmarking from July 2014 is ongoing.

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

Larry Archey, Director of Facilities Management

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

1. Sale of bottled water ban.
2. Living Building Challenge for RW Kern Center (see innovation 3).

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

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

Larry Archey, Director of Facilities Management

A brief description of the plan(s) to advance Diversity and Affordability:

n/a

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:

n/a

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:

Hampshire has long been recognized as a leader in socially responsible investing within higher education, first adopting an SRI policy in the 1970s. In December 2011, the Board of Trustees voted to approve a new Policy on Environmental, Social and Governance Investing. It is among the most comprehensive and forward-looking investment policies in the country, in part because it directs our investment managers and consultants to actively seek investments in companies whose products and policies align with our core values of social responsibility and sustainability, rather than applying a negative screen to specific economic sectors. We are now nearing the end of the process of implementing the ESG policy, and one result will be negligible fossil fuel holdings in our portfolio.

We are proud of Hampshire's historic role in socially responsible investing, and are pleased to be at the forefront once again by establishing a positive and proactive rather than a negative approach to investing. This is a long-term commitment on the part of the College.

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

The College will favor investments in businesses that emphasize one or more of the following characteristics:

1. Provide beneficial goods and services such as food, clothing, housing, health, education, transportation and energy.
2. Pursue research and development programs that hold promise for new products of social benefit and for increased employment prospects.
3. Maintain fair labor practices including exemplary management policies in such areas as non-discriminatory hiring and promotion, worker participation and education, and in policies affecting their quality of work life.
4. Maintain a safe and healthy work environment including full disclosure to workers of potential work hazards.
5. Demonstrate innovation in relation to environmental protection, especially with respect to policies, organizational structures, and/or product development; give evidence of superior performance with respect to waste utilization, pollution control, and efforts to mitigate climate change risk.
6. Use their power to enhance the quality of life for the underserved segments of our society and encourage local community reinvestment.
7. Have a record of sustained support for higher education .

The College will not favor investments in businesses whose products, services, or business practices are inconsistent with the above characteristics, in particular avoiding businesses that:

- A. Make nuclear, biological, or conventional weapons.
- B. Have significant operations in countries with serious human rights violations.
- C. Engage in unfair labor practices.
- D. Discriminate by race, gender, ethnic origin, sexual preference, or disability.
- E. Demonstrate substantially harmful environmental practices.
- F. Market abroad products that are banned in the United States because of their impact on health or the environment.
- G. Have markedly inferior occupational health and safety records.
- H. Manufacture or market products that in normal use are unsafe.
- I. Refuse to make their performance records concerning Guidelines 1–7 and A–H available upon reasonable request

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:

Hampshire is part of the the American College and University Presidents' Climate Commitment, which requires us to develop a comprehensive plan for reducing emissions. Last fall, President Lash asked the Campus Environmental Committee to work with Hampshire Alum David Adamian and his firm Greener U to develop a plan. They have developed a clear and concrete set of proposed actions to:

1. Make the campus climate neutral by 2022;
2. Involve students extensively in the process to use the greening of our buildings and operations as a learning opportunity.

A copy of the Hampshire College Climate Action Plan is available here:

http://rs.acupcc.org/site_media/uploads/cap/1031-cap_1.pdf

In 2013-2014, the College created a new strategic plan. Details can be found here:

<https://www.hampshire.edu/presidents-office/strategic-planning>

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

<http://www.hampshire.edu/discover/climate-action-plan.htm>

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Elaine Thomas
director
communications

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:

The College expanded Diversity and Equity Coordination by defining two positions: a Chief Diversity Officer (CDO) and a Dean of Diversity and Multicultural Education (Dean). The CDO reports to the president and engages matters of diversity as a first priority across campus and works on developing a strategic plan for diversity on campus working with a variety of constituents. The CDO's portfolio also includes accessibility, the ADA, compliance with Title IX and other anti-discrimination regulations.

The Dean works on issues of diversity in the academic program, including recruitment and retention of diverse faculty, development of resources for the intellectual and pedagogical foundation of teaching about race, ethnicity, class, gender identity, sexual orientation and expression, (dis)ability and other identities, creates an inclusive learning environment, faculty training and mentoring, and supports and advises on the Multiple Cultural Perspectives requirement.

"---" 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:

The chief diversity officer recommends institutional goals relating to diversity.

CDO identifies Hampshire's challenges and strong points in achieving these goals and recommends structures and policies needed in order to overcome challenges and reach goals.

Working in collaboration with the Dean for Multicultural Education and Inclusion, the College is focusing on the following areas: student admissions and financial aid; multicultural education and the academic program; employee hiring and retention; and campus accessibility, openness to diversity, and community development.

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

3

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

<https://www.hampshire.edu/offices/26819.htm>

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	---

A brief description of the cultural competence trainings and activities:

There are ongoing workshops and activities related to cultural competence that include but are not limited to:

Teaching Circles about Race in the Classroom

Eqbal Ahmad Annual Lecture Series

<https://www.hampshire.edu/csi/eqbal-ahmad-annual-lecture.htm>

Since 2004, the Cultural Center has organized an annual ASK for Social Justice program for the campus community. The purpose is to host a program that explores essential Attitudes, Skills, and Knowledge for promoting social justice.

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

<http://www.hampshire.edu/offices/26819.htm>

Assessing Diversity and Equity

Responsible Party

Elaine Thomas
director
communications

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) :

This year a "Campus Climate" survey was distributed to the community with the purpose of assessing our community's perspectives and experiences around diversity and inclusion. We received a 38% response rate from all members of the community. We asked a number of identifying questions that asked our community about their race and ethnicity, gender, sexual orientation, first generation status, class, and political expression to identify ways in which members of different identity groups experienced the campus climate in terms of diversity and inclusion.

Has the institution assessed student diversity and educational equity?:

Yes

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

This year we conducted a survey for students regarding the Academic Program and Student Life. The survey asked questions about student's experiences with the academic program and student life and well over 50% of students responded to the survey.

Has the institution assessed employee diversity and employment equity?:

No

A brief description of the employee diversity and employment equity assessment(s):

There are elements of the Campus Climate survey that speak to employee diversity and employment equity.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

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

Diversity and Inclusion are priorities at Hampshire College and were central themes to the development of our Strategic Plan this year:

An excerpt:

Strategic Priority E

Promote diversity and inclusive excellence at all levels of the College to enrich our campus community and advance our intellectual and creative endeavors.

Rationale:

Diversity is at the core of our collaborative, creative, inquiry-based model of education and our pedagogy depends upon the free and open exchange of ideas informed by different perspectives, fields, and methodologies. We seek to enrich our campus community and advance our intellectual and creative endeavors to be inclusive of the knowledge and experiences of groups who have been historically underserved and underrepresented in the academy.



Objective E1:

Develop, support, and retain College leadership that is committed to issues of diversity and inclusion and representative of historically underrepresented and underserved communities.

- Make both diversity and competency in working with diverse populations priorities in selecting trustees and College leaders.



Objective E2:

Proactively recruit and retain faculty, staff, and administrators from underrepresented groups.

- Recruit and hire faculty, staff, and administrators who have been historically underrepresented or marginalized.



Objective E3:

Increase the number and retention of students from underrepresented communities.

•Recruit

, admit, enroll, retain, and graduate students who have been historically underrepresented or marginalized.

•Identify and investigate potential partnerships with organizations external to Hampshire to increase underrepresented students.



Objective E4:

Cultivate, and encourage broad participation in, opportunities to develop and enhance cultural competencies, multiple cultural perspectives, and dialogue among administrators, staff, faculty and students.



Objective E5:

Enrich the curriculum to significantly reflect the strengths, assets, talents, and perspectives of underrepresented and underserved groups and fields.

•Actively engage and embed perspectives and voices of historically underrepresented and underserved communities in our academic curriculum

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

<https://www.hampshire.edu/dof/8799.htm>

Support for Underrepresented Groups

Responsible Party

Elaine Thomas
director
communications

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.

Submission Note:

Identity Based Housing at Hampshire College includes various group living situations with a common identity such as race, culture, or sexual orientation. Current identity-based spaces include: International Students, Kosher, Latino/a, Queer, Students of Color, and Women of Color. Many of these spaces exist within the mods and may be limited. We're always open to creating new identity-based halls if enough interest exists.

The majority of on campus restrooms are gender neutral with options ranging between multi-stall restrooms and single or double stall units with privacy locks. In the case of multi-stall restrooms, signage indicates whether or not the space is equipped with urinals instead of labeling as Men/Women. Single and double stall bathrooms are labeled as Gender Neutral and have privacy locks.

"---" 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:

The Office of Community Advocacy includes the following:

-The Center for Feminism

The Center for Feminisms (CFF) strives to work towards an actively anti-sexist campus. The CFF prioritizes anti-sexist programming on [Campus Sustainability Data Collector](#) | [AASHE](#)

campus, in accordance with our mission, and also provides programs that deal with other forms of oppression. The CFF strongly supports student-initiated programming. The CFF is a part of the department of Community Advocacy in the division of Student Life.

-The Lebrón-Wiggins-Pran Cultural Center provides a range of programs and resources to support and promote the success of students of color and international students at Hampshire College. Additionally, the center provides programs and resources to the larger campus community for engagement in issues related to race, culture, and under-representation, with the underlying goal of effecting social change.

http://www.hampshire.edu/studentlife/index_culturalcenter.htm

-The Queer Community Alliance Center

The Queer Community Alliance Center (QCAC), located in Greenwich Donut 4, began as a student group, and in 1992 became an institutionalized part of the College. The QCAC is a part of the department of Community Advocacy in the division of Student Life. The QCAC is overseen by Hampshire College Queer Services, and strives to support a vibrant and intentional LGBTQ+ community by offering support and affirmation around gender, sexuality, and intersecting identities.

-Spiritual Life Center

The Spiritual Life Program at Hampshire College encourages healthy community life, interaction, and reconciliation across boundaries of ideas, possibilities, and faith. We offer support and practice so that students, staff, and faculty can balance, flourish, and experience the connections between mind, body, and spirit. We provide resources and guidance for spiritual exploration, development, and appreciation. We provide education and programming that engages in issues of identity and conflict around the world, modeling compassionate communication and challenging ourselves and the campus as a whole to make this a place where we can become fully ourselves even as we lift up and celebrate our diverse community.

-The Wellness Center Peer Mentorship Program

The Peer Mentorship Program matches new multicultural students with returning multicultural students to provide support to students of color and international students.

The office for diversity and multicultural representation is responsible for the general advancement of diversity in the life of the College. This includes racial, ethnic, gender, disability, and class diversity, as well as diversity based on sexual orientation. The primary mission is to safeguard campus wellbeing as it relates to diversity issues.

<http://www.hampshire.edu/dof/office-for-diversity-and-multicultural-education.htm>

SOURCE (Students of Under-Represented Cultures and Ethnicities)

This student group has developed and grown over the years into an umbrella coalition of currently nine student groups that support students of color and international students at Hampshire College:

*DIG: Supports students who identify as indigenous. (People who have been living in an aboriginal life style until the relatively near present and/or a first peoples.)

*FISH: Forum of International Students at Hampshire supports students representing a range of nationalities.

*Mixed Heritage: Supports students who identify as mixed heritage.

*PASA: Pan Asian Students Association supports students of Pan Asian descent.

*Raíces: Supports students of Latino/a descent.

*Sisters: Supports women of color and international women.

*Umoja: Supports students of the African Diaspora.

MOCA: Men of Color Alliance supports men of color and international students.

*James Baldwin Scholars: Supports current students and alumni of the James Baldwin Scholars program - which provides scholarships to talented students from underserved communities who would benefit from a transition year before college in which to improve general academic skills and prepare for the rigor of college studies.

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

<https://www.hampshire.edu/studentlife/communityadvocacy.htm>

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:

Notice of Non-Discrimination

Hampshire College reaffirms publicly its ethical and legal commitment to a policy of equal opportunity in education and employment.

Hampshire College does not discriminate on the basis of race, age, color, national origin, religion, sex (including sex stereotyping), sexual orientation, gender identity and expression, disability, genetic information, or military service in the admission of students; administration of its educational policies, scholarships, and loan programs; and athletic and other College-administered programs.

Hampshire College is an Affirmative Action/Equal Opportunity Employer. All applicable federal and state laws and guidelines are followed, including Title VI and VII of the Civil Rights Act of 1964; Executive Order 11246 of 1965, as amended by Executive Order 11357 of 1967; Title IX of the Education Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act of 1990.

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

<https://www.hampshire.edu/offices/26835.htm>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Elaine Thomas
director
communications

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:

We participate in the Five College Fellowship Program. We provide an academic year of funding for a doctoral student completing their dissertation. The program supports scholars from under-represented groups and/or scholars with unique interests and histories whose engagement in the Academy will enrich scholarship and teaching. Fellows are asked to teach one course at a host institution.

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

<https://www.fivecolleges.edu/faculty/fellowships>

Affordability and Access

Responsible Party

Elaine Thomas
director
communications

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

Submission Note:

Information gathered with assistance of Dean of Admissions Julie Richardson.

"---" 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:

Hampshire has a generous financial aid program with one of the lowest student indebtedness rates of peer institutions, and a zero percent student default rate.

We waive the application fee for students who apply online.

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

Jennifer Lawton/financial aid or Meredith Twombly if she is available

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

A transition year for the Baldwin Scholars Program (fully paid). Students receive support in developing the skills necessary to succeed in college. With the completion of the Baldwin year, they can either matriculate as a Hampshire student (receiving credit for the work completed during the Baldwin year) or transfer into another college or university.

The Baldwin Year

<http://www.hampshire.edu/academics/Baldwin-Year.htm>

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

Hampshire offers generous merit scholarships and need-based grants to supplement assistance from federal and state sources.

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:

Hampshire does extensive travel each year to high schools, to college fairs and to community-based organizations. We do targeted travel to both urban centers and rural areas where we recruit students from low socioeconomic backgrounds, and we return to major cities after travel season for most colleges ends to do interviews for students who are unable to travel to campus. We have overnight visit programs each fall and spring that provide travel allowances to students who need help.

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

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

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

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

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

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

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

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

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---

The percentage of students graduating with no interest-bearing student loan debt

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

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

<http://www.hampshire.edu/admissions/588.htm>

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

Elaine Thomas
director
communications

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.

Submission Note:

Information obtained from Human Resources, through assistant HR director Dianna Williams.

Our compensation policy is not available on the public website, but is available to our employees on our intranet, which is not available to the public.

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

Number of employees:

430

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

430

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

Number of employees of contractors working on campus:

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

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

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

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

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

Our compensation policy is not available to the public.

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

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

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

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

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

The local legal minimum hourly wage for regular employees:

8 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:

Assessing Employee Satisfaction

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?:

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:

Check with Meredith Twombly

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

Beth Hooker
Sustainability Initiative Director
Office of the President

Criteria

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

- Students
- Staff
- Faculty

Submission Note:

Information provided by Human Resources, assistant director Dianna Williams.

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	---
Staff	Yes
Faculty	Yes

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

Hampshire provides free access to an Employee Assistance Program (EAP) through The Wellness Corporation.

The program offers free confidential assessment and referral services, and short-term counseling to help you and anyone living in your household work through life’s challenges. Employees and their household members are each eligible for three voluntary referral counseling sessions, per issue, per calendar year. The EAP has helped people effectively deal with a variety of issues including: anger, anxiety, grief, communication problems, drinking or drug use, domestic violence, eating disorders, marital/relationship/family concerns, mood swings, depression, parenting, stress (at work, home, or financial), suicidal thoughts, work issues or performance problems, etc.

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

<http://www.hampshire.edu/hr/17722.htm>

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

"--- " 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	26	---
Full-time equivalent of employees	---	---

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	---	---

A brief description of when and why the workplace health and safety baseline was adopted:

We don't use a safety baseline (ask nancy apple)

A brief description of the institution's workplace health and safety initiatives:

ask Nancy Apple

The website URL where information about the institution's workplace health and safety initiatives is available:

<http://www.hampshire.edu/envhealthsafety/6039.htm>

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

Beth Hooker

Sustainability Initiative Director
Office of the President

Criteria

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

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

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

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

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

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

Yes

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

The Hampshire College Policy on Environmental, Social and Governance Investing can be downloaded in its entirety at

<http://www.hampshire.edu/news/Hampshire-College-Releases-Draft-Environmental-Social-and-Governance-Investing-Guidelines.htm>

Hampshire practices affirmative investing in support of institutional values, including seeking to support clean energy and innovation in relation to environmental protection.

The policy states: "Business practices that include safe and supportive work environments, products that build economic strength, and activities that benefit the disadvantaged, including charitable giving, enhance the financial security and long-term sustainability of

companies in which the College invests.” Whereas: “Poor business practices related to human rights, the workplace and the environment pose reputational, financial, operational and legal risks to the College’s investments and therefore the future financial security of the College.”

Under the policy, Hampshire favors investments in businesses that emphasize providing beneficial goods and services, pursuing research and development programs that hold promise for new products of social benefit and for increased employment prospects, maintaining fair labor practices, maintaining a safe and healthy work environment, demonstrating innovation in relation to environmental protection, using their power to enhance the quality of life for the underserved segments of our society and encourage local community reinvestment, and having a record of sustained support for higher education.

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

Investment Committee

Charge: To support the fiscal stability and long-term economic health of the College by developing and implementing for approval by the Board policies and strategies regarding the management of all investment assets of the College, consistent with the long-term objectives of the institution and in compliance with the principals as articulated in the Policy on Environmental, Social, and Governance Investing dated December 20, 2011.

Chair: David Dinerman 72F

Secretary: Sandra Chessey, associate treasurer

Members:

Matthew Arnold

Timothy Koller

Rick Mayo-Smith 70F

Robert McCarthy 72F

Jonathan Scott 70F

Committee at Hampshire On Investment Responsibility (CHOIR)

Please note: CHOIR is a subcommittee of the Investment Committee

Charge: To make recommendations to the investment committee regarding the maintenance and the modification of investment responsibility guidelines; to review the way in which the investment committee interprets the guidelines and whether the College's investment managers are in compliance with the investment guidelines; to keep the Hampshire community informed of its activities; to provide all relevant information in its possession to the investment committee, especially as concepts and findings that bear on business practices related to environmental, social injury, and corporate governance evolve; and to provide the full board of trustees with a copy of its recommendations to the investment committee.

Chair: David Dinerman 72F

Secretary: Sandra Chessey, associate treasurer

Members:

Kristina Gunnarsdottier (staff member)

Samantha Kramer 12F (student member)

Salvatore Migliaccio 11F (student member)

Kenneth Rosenthal

James Wald (faculty member)

Lawrence Winship (faculty member of finance committee)

Examples of CIR actions during the previous three years:

<http://www.hampshire.edu/news/Hampshire-College-Releases-Draft-Environmental-Social-and-Governance-Investing-Guidelines.htm>

<http://www.hampshire.edu/news/Hampshire-Policy-on-Environmental-Social-and-Governance-Investing-24972.htm>

The website URL where information about the CIR is available:

<http://www.hampshire.edu/offices/4319.htm>

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

40,000,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	190,000 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	18,400,000 US/Canadian \$
Green revolving loan funds that are funded from the endowment	250,000 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

- Large cap SRI fund
- Mid cap International socially responsible fund
- Broad based ESG fund
- Small cap innovation fund

*note that Sustainable Industries are not reported separately

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

[Hampshire_ESG_Policy.pdf](#)

The sustainable investment policy:

<http://www.hampshire.edu/news/Hampshire-Policy-on-Environmental-Social-and-Governance-Investing-24972.htm>

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

The college picks fund managers based on their alignment with the screens set out in the college investment policy. In Q3, 2012, the college moved all of its money out of a fund manager with holdings in so-called fossil fuel stocks to one that does not. The shift represented over 10% of the total endowment. The college also periodically evaluates the holdings of its fund managers to assess their compliance with the college's policies.

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

The college's policy is based on positive screens. We favor investments that align with our ESG goals.

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?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

We are beginning to reassess this position, and have been invited by several fund managers to engage with them in this area.

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:

PLEASE NOTE: it was not really a "negative" screen but a screen for "affirmative investing," which is our approach and we have found far more progressive.

The adoption in December 2011 of our new ESG Investing Policy has resulted in our moving out of funds that were not transparent.

Additionally, through our affirmative investment approach, our funds have been shifted away from holdings that may (again, not all were transparent) have included fossil fuels.

A good description of the Hampshire approach to investing is in this article by our president:

http://www.huffingtonpost.com/jonathan-lash/college-investment-endowment-_b_2006569.html

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:

The college recently co-sponsored a conference aimed at foundations and endowments to encourage them to invest in a manner consistent with their principles. While it is still early, a likely outcome of this conference will be continued work with other institutions to assist them to work to move how they invest their endowments to more positive objectives, and to align their investments with their views on critical social and economic issues.

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

<https://www.hampshire.edu/news/2012/10/19/hampshire%C2%92s-policy-on-environmental-social-and-governance-investing>

Investment Disclosure

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

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.

Submission Note:

We do not publish what our investments are, but are generally willing to share information about the endowment.

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

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

No

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

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

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.

Submission Note:

<http://sites.hampshire.edu/ffs/>

<https://www.hampshire.edu/news/2014/03/05/hampshire-college-to-establish-center-for-new-england-food-and-agriculture>

<http://www.hampshire.edu/academics/5728.htm>

<http://www.hampshire.edu/academics/Food-Farm-and-Sustainability-Institute.htm>

<http://hampshire.cafebonappetit.com/>

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Catalyzing a Transformation in New England Food and Agriculture

A brief description of the innovative policy, practice, program, or outcome :

For over 30 years the Hampshire Farm Center has been the focus of academic courses for students across the Five Colleges and individual student research. The Farm Center offers a 6-week, 8-credit summer academic program in “Food, Farm, and Sustainability.” New academic programs related to food and agriculture at the other institutions include a Sustainable Food concentration at Smith College, a thematic minor in Food at Mount Holyoke College, a UMass major and certificate in Sustainable Food and Farming, a UMass certificate in Food Studies, and the new Five College Sustainability Studies certificate with a concentration in Food and Agriculture. In 2013, Amherst College began to operate a vegetable farm on campus. This growing interest in sustainable agriculture education highlights the significant opportunities for collaboration and transformation across the Five Colleges.

Over the next four years, we plan to establish a Center for New England Food and Agriculture, which will not only enhance the current academic, co-curricular, and community outreach programs, but also serve as a conduit for the College’s 100% Local Food Challenge, among other initiatives.

The Center for New England Food and Agriculture will be comprised of the following components:

1. Sustainable Agriculture Apprenticeship Program. This 6-month program, initially offered to 2-3 candidates per year, will focus on Northeast Regional approaches to sustainable food systems. Upon completion of the program, participants will have a command of ecological agriculture best practices and be able to implement these fundamental skills at their own farms across the Northeast, some of whom we may be partnering with on the 100% Local Food Challenge.
2. Internship Program. Student internships will provide experience on local, national or international scales. Local internships will be placed at various farms Hampshire may partner with on the 100% Local Food Challenge, allowing the Center to take the lead in the coordination of agricultural internships and easing that burden off of the local farmers. Interns will also be placed with our community partners, including the Food Bank of Western Massachusetts, Community Involved in Sustaining Agriculture (CISA), and Nuestras Raíces.
3. Collaborative Research Program. Encouraging collaboration in thematic areas, the program will provide grants for faculty research on topics like climate change and agriculture, cultural impacts of food and agricultural production, and food security and urban agriculture. Helen Scharber, professor of economics, will conduct summer research on the estimated economic and employment impacts of sourcing

Hampshire's food locally, building upon her current work with CISA. Jason Tor, professor of microbiology, plans to conduct summer research on the microbiology of cheese aging throughout the region to identify aspects of New England terroir, and how it can contribute to the 100% Local Food Challenge.

4. Cross-Institutional Initiatives. The Center will support a Five College central network, "The Real Food for the Five," an initiative committed to procuring a significant portion of food from regional, organic or ecologically-based farms and vendors. Hampshire is working with the other four colleges to explore the creation of a Five College Virtual Food Hub.

POISED FOR CHANGE

If local food is the web that connects us together in the Pioneer Valley, then the proposed Center for New England Food and Agriculture will be the hub that radiates new partnerships and collaborations. Up until now, the connections with local farmers and growers and community organizations that support them have been fragmented and decentralized. Creating the Center will provide a much needed opportunity to bring people together and explore the idea of what it means to source 100% of our food locally. Hampshire College is excited and ready to take the lead in catalyzing a transformation in food and agriculture in the Pioneer Valley and at our sister institutions of higher education.

Hampshire recently received grants totaling nearly \$550,000 from the Lydia B. Stokes Foundation and the Henry P. Kendall Foundation to support collaborative research programs, sustainable agriculture apprenticeships, internships, and cross-institutional initiatives that will also advance Hampshire College's goal of sourcing nearly 100 percent of food locally.

Hampshire recently received a National Science Foundation, Advanced Technology Education (NSF-ATE) grant— "Application of Clean Energy Technology to Sustainable Agriculture Practice." In collaboration with Holyoke Community College and University of Massachusetts, Amherst, Hampshire College received a 3-year grant of \$135K (of total \$810,000), which includes support for:

- Clean energy technology for farm operations (electric tractor, greenhouses with heat pumps, retrofitting of root cellar with temperature and humidity control).
- Summer course offered through HCC, with 2 weeks also at UMass Amherst and Hampshire College—faculty involved: Steve Roof, Donna Cohen, and Fred Wirth.

The Washington Center's New York Life Higher Education Civic Engagement Award. Hampshire College was one of five colleges recognized by The Washington Center for achieving breadth and depth of civic engagement through sustained and mutually transformational partnerships that define and address issues of public concern at any level from the local to the global. The Healthy Food Transition project of the Sustainability Initiative, including the creation of a Center for New England Food and Agriculture, was chosen specifically for the award and the College was presented with the opportunity for five student internships at \$5,000 each, totaling \$20,000.

STAFF AND FACULTY LIFE

Food Transition

Every staff and faculty member throughout the 2013-2014 academic year received one meal per week, funded by the Hirshberg grant. This pilot program fostered a sense of community across the entire campus. Many reported that the program allowed them to create new relationships and collaborations, in a relaxed setting. Others commented positively on the new dining service, Bon Appetit, and on the modest dining commons renovation. Students were particularly enthusiastic about the opportunity to eat and socialize with staff and faculty members.

For the 2014-2015 academic year, we are offering this program again, with an aim to encourage all campus members to view the dining commons as a vibrant, welcoming community space.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

There are many components that must be researched in order for Hampshire College and our partners to assess the situation and plan for a collaborative implementation of the 100% Local Food Challenge through the Center for New England Food and Agriculture. We anticipate the most critical research components will be identifying farms (through CISA and local farmer relationships), and the transport, storage, and distribution of food (at Hampshire College, across the Five College Consortium, and our community partners like the Food Bank of Western Massachusetts). The Food, Farm and Sustainability coordinator will work with Bon Appétit and our community partners closely to research opportunities to improve regional agricultural infrastructure and understand systems and structures needed to advance more local products and markets. The Center staff will also produce a food blog that will detail the planning process and accomplishments over the grant period, providing transparency and accessibility to our community partners.

A letter of affirmation from an individual with relevant expertise:

[JLash ltr for AASHE application2015-1.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	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	Yes
Energy	---
Grounds	Yes
Purchasing	---
Transportation	---
Waste	---

Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<https://www.hampshire.edu/sustainable/a-healthy-food-transition>

Responsible Party

Beth Hooker

Sustainability Initiative Director
Office of the President

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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4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
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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:

Intentionally Designed Endowment - a conference organized by Hampshire College

A brief description of the innovative policy, practice, program, or outcome:

Hampshire has a proud history of considering our values in managing our investments. We were the first college to divest from South Africa back in the 70's, and have always accepted the proposition that as an educational organization we have an obligation to think about what we teach not only in what we profess, but in how we manage our campus, treat our employees, and invest our funds. That led us to reassess our investment strategy several years ago, and to adopt a policy not of divesting, but of affirmatively investing in companies whose products and practices align with our values. That is easily said, but most of our investments are in funds, and we pick advisors, not stocks, so we had to work to develop an approach with them. Hard work, but quite doable. There are many excellent advisors who will do that. That meant we were mostly out of fossil fuels before the

350.org

campaign.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Since we made those changes our endowment has out-performed its benchmarks, and has been above the average for comparable endowments, although the time has been so short that it doesn't prove anything yet.

Hampshire got so many questions about what it had done, and how it had managed the change, that the trustee who led the process of revising our policy suggested a conference, which we sponsored with the group Second Nature on April 3-4 in Cambridge, MA. It was called "Intentionally Designed Endowment: Aligning Your Investment Portfolio with Your Environmental, Social and Governance Goals." 29 Colleges and universities were represented at the President, Chief Investment Officer, Chief Financial Officer, or trustee level, along with a variety of foundations, non-profits, and family offices. They were joined by a group of experts from SRI firms and investment advising offices. We had three goals for the conference: First, to establish that considering the risks of climate change and other sustainability issues is a legitimate and responsible topic of conversation for those managing endowments for mission driven non-profits; Second, to make clear that there are many ways of addressing those risks; and, third, to establish an on-going network and process to support the schools changing their investment strategies, and expand the number of schools doing so.

The scientific evidence that we are speeding down a path to catastrophic warming that will create massive suffering and foreclose options for future generations is compelling. If we ignore urgent material evidence of risk of such magnitude we surely send a powerful message to our students about how we perceive science, and how we balance present comfort against future survival. Changing investment policies is not the only way to respond to the threat of climate change, but should be considered in tandem by schools who are making significant investments to reduce emissions.

There is a large quantity of data to support the proposition that socially and environmentally responsible investing - including a fossil-free fund - yields returns that match or exceed those of the key indices. As we hoped, there will be a support network emerging from the conference. Hampshire's Climate Justice League students are part of that network, specifically student Elizabeth Levinson, who attended the conference as is working now to envision a similar educational opportunity for students through coordinating a convergence for students on Hampshire's campus next year. Daphne Change, Mount Holyoke student, and Stephen Treat, of UMass, also attended and are part of the network.

A letter of affirmation from an individual with relevant expertise:

[AASHE Investments 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	No
Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No

Investment	Yes
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Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.hampshire.edu/offices/intentionally-designed-endowment-conference.htm>

Responsible Party

Beth Hooker

Sustainability Initiative Director

Office of the President

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Title or keywords related to the innovative policy, practice, program, or outcome:

Hampshire College pursues Living Building Challenge Certification for multifunctional learning, teaching and exhibition space

A brief description of the innovative policy, practice, program, or outcome:

Hampshire College is building its first new building in decades: a multifunctional learning, teaching, and exhibition space called the RW Kern Center. This building will house the new admissions office of the College and will also provide instructional space, serve as a hub to share information about the campus, and showcase Hampshire's mission.

The College is pursuing Living Building Certification (LBC), which requires the creation of a net-zero energy, waste, and water building. Not only is this standard consistent with our institutional values, but it will also provide rich learning opportunities for students. As part of the LBC challenge, the building will be situated to eliminate traffic from the center of campus, shifting the focus from fossil fuel powered vehicles to people.

There are currently fewer than ten LBC-certified buildings in the country, and Hampshire can provide national leadership at the confluence of architectural design and energy and water conservation. Our design team, which includes Bruner Cott architects and Jonathan Wright (Hampshire alumnus) builders, are working closely with the International Living Future Institute to address all aspects of the Living Building Challenge (

<https://ilbi.org/lbc>

).

The International Living Future Institute hosted the Net Positive Energy + Water Conference at the Hyatt Regency San Francisco, February 4-5, 2014. Carl Weber (Assoc. Director of Facilities), Jason Tor (Dean of Natural Sciences) and Beth Hooker (Director of Food, Farm and Sustainability) attended conference. The conference brought together leading experts from around the world to develop net zero energy and water concepts through the restorative framework of the Living Building Challenge™, the world's most rigorous green building standard. The conference program included a reception and opening plenary, several keynote speakers and education sessions organized into three tracks: Net Zero Energy Design, Net Zero Water Design and Frontiers of Net Zero Energy.

In addition to our own building construction, Hampshire College is welcoming environmental learning center, The Hitchcock Center to campus. The Hitchcock Center will lease Hampshire lands, and they are also working toward a LBC certification.

<http://hitchcockcenter.org/index.php/about-us/our-living-building-project/>

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The Living Building Challenge is the built environment's most rigorous performance standard. It calls for the creation of building projects at all scales that operate as cleanly, beautifully and efficiently as nature's architecture. To be certified under the Challenge, projects must meet a series of ambitious performance requirements, including net zero energy, waste and water, over a minimum of 12 months of continuous occupancy.

A letter of affirmation from an individual with relevant expertise:

[RW Kern Letter AASHE 2.25.15.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	---
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---
Buildings	Yes
Dining Services	---
Energy	---
Grounds	Yes
Purchasing	---
Transportation	---
Waste	Yes
Water	Yes
Coordination, Planning & Governance	---

Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<https://www.hampshire.edu/giving/r-w-kern-center>

Responsible Party

Beth Hooker

Sustainability Initiative Director
Office of the President

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

Solar Photovoltaic Arrays—Plan to generate up to 100% of electricity

A brief description of the innovative policy, practice, program, or outcome:

Solar Photovoltaic Arrays—Plan to generate up to 100% of electricity

In 2007, the College signed the Presidential Climate Commitment, which includes our goal to achieve carbon neutrality by 2032. Through the Climate Action Plan, we have identified many pathways toward this goal, including renewable energy, demonstrating how the pursuit of carbon neutrality enhances the mission of the College.

In February 2015, the Hampshire College Board of Trustees approved a plan to generate nearly 90% of our electricity from ground-mounted solar arrays, with a goal to reach 100% through additional panels on rooftops, parking lot canopies, and research-oriented panels on active farmland.

As part of this on-site solar project, we are working to develop strategies that maintain and enhance ecosystem services, promote research and education, and provide the solar industry with a new paradigm to inspire land stewardship, societal responsibility, and beauty. In addition, soils under PV arrays will be preserved at the minimum, and ideally improved, for potential future agricultural use, through methods that increase organic matter storage, soil biodiversity, and nutrient levels.

Finally, we believe that our choice to generate clean energy on-campus will help to reduce the impacts of extractive industries, including hydraulic fracturing (“fracking”) for natural gas, construction of new pipelines, effects of oil spills, and destruction of mountain-tops for coal mining.

On site solar may supply nearly 100% of electricity to the campus. Hampshire College is working through regulatory and feasibility studies with a team of solar experts, including Solar City, Solar Design Associates, and Gerhlicher Solar. Through a power purchase agreement, Hampshire College anticipates significant annual savings on its utility bill. Some of these savings will be earmarked for energy efficiency projects as well as for academic research.

Our Commitments:

- Through the Presidential Climate Commitment and our Climate Action Plan, Hampshire College is committed to achieving carbon neutrality and demonstrating how the pursuit of carbon neutrality enhances the mission of the College.
- By generating locally-produced, clean energy on-campus, we are consciously choosing to reduce impacts of fracking, pipelines, oil spills, mountain-top removal coal mining, and nuclear power in someone else’s backyard.
- Hampshire College will develop strategies that promote co-existence of renewable energy with agricultural land use that will be a valuable model for landowners in the region. We will explore opportunities to maintain and enhance ecosystem services, promote research and education, and provide the solar industry with a new paradigm to inspire land stewardship, societal responsibility, and beauty.
- Hampshire College will strive to meet two complementary goals: “Sustainable Food, Produced Right Here” and “Sustainable Energy, Produced Right Here”.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Guiding Principles for Developing PV Arrays on Campus:

- Every phase of the project, from evaluating potential PV sites to long-term monitoring of ecosystems, will be educational for the

community.

- Evaluation of sites for potential solar arrays will include assessment of current land use, future opportunities, and value to the campus community for other purposes, including to recreation, agriculture, serenity, and wildlife habitat.
- PV arrays will be designed and constructed to preserve or improve ecosystem services, such as improving soils, increasing biodiversity, providing habitat buffers and corridors, improving water quality, and enhancing wildlife habitat.
- Soils under PV arrays will be preserved at the minimum, and ideally improved, for potential future agricultural use, through methods that increase organic matter storage, soil biodiversity, and nutrient levels.
- The PV project will provide substantial savings in terms of reduced future energy costs with no financial outlay from the College.
- A designated portion of the cost savings will be used to support campus sustainability projects, such as the Sustainable Revolving Fund (SURF) and student and faculty research projects.
- Project development and construction will be closely monitored by an appointed committee comprised of students, staff, and faculty members to ensure above goals are met.

A letter of affirmation from an individual with relevant expertise:

[AASHE STARS Letter Support for Solar 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	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	---
Air & Climate	Yes
Buildings	---
Dining Services	---
Energy	Yes
Grounds	---
Purchasing	---
Transportation	---

Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<https://www.hampshire.edu/sustainable/hampshire-college-solar-project>