Mount Holyoke College

The following information was submitted through the STARS Reporting Tool.

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

Co-Curricular Education

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.

Credit

- Student Sustainability Educators Program
- Student Sustainability Outreach Campaign
- Sustainability in New Student Orientation
- Sustainability Outreach and Publications
- Student Group
- Organic Garden
- Model Room in a Residence Hall
- Themed Housing
- Sustainable Enterprise
- Sustainability Events
- Outdoors Program
- Themed Semester or Year
Student Sustainability Educators Program

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by Co-Curricular Education Tier Two Credit 1, are not eligible for this credit unless the group meets the criteria outlined above.

Submission Note:

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

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

Total number of degree-seeking students enrolled at the institution:

2,324

Program name (1st program):

Eco-Rep

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):

2,324

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

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

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

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

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

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

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

The website URL for 1st Program:
http://www.mtholyoke.edu/envstewardship/ecoreps.html

Program name (2nd program):
Green Living Council (GLC)

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):
2,324

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

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

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

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

Several times a semester a large group meeting is held where all of the Eco-Reps and GLC Representatives meet to learn about campus environmental stewardship initiatives and develop educational activities for the semester. Every few weeks, all of the representatives of the specific residence hall hold small educational hall activities.
A brief description of the staff and/or other financial support the institution provides to the program (2nd program):

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

The website URL for 2nd program:
https://www.mtholyoke.edu/envstewardship/glc

Program name (3rd program):
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Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):
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A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):
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A brief description of how the student educators are selected (3rd program):
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A brief description of the formal training that the student educators receive (3rd program):
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A brief description of the staff and/or other financial support the institution provides to the program (3rd program):
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The website URL for 3rd program:
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Program name (All other programs):
---

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):
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A brief description of the program, including examples of peer-to-peer outreach activities (All other programs):
A brief description of how the student educators are selected (All other programs):

---

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

---

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

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The website URL for all other programs:

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Student Sustainability Outreach Campaign

Responsibility Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

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

Submission Note:

http://www.mtholyoke.edu/news/channels/32/stories/5681219

http://www.mtholyoke.edu/envstewardship/waterfootprint.html

http://www.mtholyoke.edu/dining/containers.html

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

Does the institution hold a campaign that meets the criteria for this credit?:
Yes

The name of the campaign(s):
1) Kill-a-Watt Co

**A brief description of the campaign(s):**

1) The Kill-a-Watt Energy Conservation Competition is one of the nation's longest running programs for reducing residence hall energy consumption. The residence hall that has decreased its energy use the most compared to the same month the previous year is the winning hall. A prize, such as gourmet locally-baked cookies, is awarded to the winning hall each month. The Kill-a-Watt competition is a collaborative effort between Eco Reps, GLC Reps, Environmental Stewardship and Facilities Management.

2) The Mount Holyoke ECO-Reps launched a 'Shrink Your Water Footprint' campaign to conserve water by encouraging students to limit their time in the shower to five minutes. Residence halls can sign up to hold a shower water conservation event. This includes installing five-minute shower timers that stick to the shower walls.

3) At the beginning of the 2010-2011 academic year, every student received a reusable to-go mugs from Dining Services. The reusable mugs were given to reduce the number of one-time use to go cups and were part of a larger waste reduction education effort. After the fall of 2010, all new students receive a reusable to-go mugs. Furthermore, the one-time use to-go cups were removed from the dining halls at dinner.

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

1) Since the inception of the Kill-a-Watt campaign energy use in residential halls has remained fairly constant despite the significant increase in use of personal electronics and computers, and upgraded mechanical systems and lighting. While energy use elsewhere on campus has risen an average of 3 percent a year, the lack of a similar increase in residence halls is attributed, at least in part, to student conservation spurred by this program.

2) Surveys were conducted before and after the placement of the timers in the showers. At least 45% of those surveyed had a positive experience related to the timers and some indicated a reduction in usage based on the timers.

3) During the first year of this campaign (Fall 2010-Spring 2011), the number of paper to-go cups used decreased by 25%.

**The website URL where information about the sustainability outreach campaign(s) is available:**

http://www.mtholyoke.edu/envstewardship/killawatt.html
Sustainability in New Student Orientation

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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

Does the institution include sustainability prominently in new student orientation?:

Yes

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

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

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

http://www.mtholyoke.edu/envstewardship/livinggreen.html
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
- 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 strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- 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

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

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:

Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:

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

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:
http://www.mtholyoke.edu/envstewardship/index.html

Does the institution have a sustainability newsletter?:
No

A brief description of the sustainability newsletter:
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The website URL for the sustainability newsletter:
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Does the institution have a vehicle to publish and disseminate student research on sustainability?:
No

A brief description of the vehicle to publish and disseminate student research on sustainability:
The college hosts an annual senior symposium at which students present the results of their independent research projects. Additionally, the Miller Worley Center for the Environment often highlights student research on their website.

The website URL for the vehicle to publish and disseminate student research on sustainability:
https://www.mtholyoke.edu/wcl/senior_symposium

Does the institution have building signage that highlights green building features?:
Yes

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

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

Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:
Yes

A brief description of food service area signage and/or brochures that include information about sustainable food systems:
Dining Services highlights local and organic food products with signs at the serving area and information on their web page. The ECO-Rep white boards in each kitchen are also used for highlighting local foods and education around food consumption and composting.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
https://www.mtholyoke.edu/dining/environmental_sustainable

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:
No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:
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The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:
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Does the institution have a sustainability walking map or tour?:
Yes

A brief description of the sustainability walking map or tour:
The Miller Worley Center for the Environment maintains a curricular trail that is used in the curriculum and by those with a more casual interest.

The website URL of the sustainability walking map or tour:
https://www.mtholyoke.edu/mwce/campus

Does the institution have a guide for commuters about how to use alternative methods of transportation?:
No

A brief description of the guide for commuters about how to use alternative methods of transportation:
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The website URL for the guide for commuters about how to use alternative methods of transportation:
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Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
Yes
A brief description of the guide for green living and incorporating sustainability into the residential experience:

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

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://www.mtholyoke.edu/envstewardship/livinggreen.html

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:
Yes

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

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

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:
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Does the institution produce another sustainability publication or outreach material not covered above? (1st material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
No

A brief description of this material:
Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
No

A brief description of this material:

The website URL for this material:

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Does the institution produce another sustainability publication or outreach material not covered above? (8th material):
No

A brief description of this material:

The website URL for this material:

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Student Group

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution have an active student group focused on sustainability?:
Yes

The name and a brief description of each student group:

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

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

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

List up to 4 notable recent activities or accomplishments of student group(s):

Recent initiatives of the Eco-reps and Green Living Council includes chip bag recycling through Terracycle and an inter-dorm energy competition called War-of-the-Watts.

The Eco-reps produced a video about how to live green at MHC used in orientation for all new and transfer students.

Think Outside the Bottle organized the campus for a bottle-free commencement in 2013.

List other student groups that address sustainability:
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The website URL where information about student group(s) is available:
https://www.mtholyoke.edu/envsustainability/eco-reps
Organic Garden

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:
Yes

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

The website URL where information about the garden is available:
http://www.mtholyoke.edu/mwce/student_garden.html
Model Room in a Residence Hall

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles?:
No

A brief description of the model room:
---

The website URL where information about the model room in the residence hall is available:
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Themed Housing

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply?:
No

A brief description of the themed housing, including name(s) and descriptions of theme(s):
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The website URL where information about the themed housing is available:
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The total number of residents in themed housing.:
---
Sustainable Enterprise

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:
No

A brief description of the enterprise:
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The website URL where information about the sustainable enterprise is available:
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Sustainability Events

### Responsible Party

Nancy Apple  
Director  
Environmental Health & Safety

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

Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience?:

Yes

A brief description of the event(s):

Each semester the Miller Worley Center for the Environment invites noted guest speakers, which have included author Barry Lopez, Native American rights activist Winona LaDuke, and environmental health expert Sandra Steingraber, to engage the community in dialogue on critical environmental issues. A fall ice cream event is "Lick It Green" which exposes students to a wide range of environmental stewardship departments and activities on campus. A spring event is MHC's Pangy Day community picnic which takes place to celebrate Earth Day. Dining Services participated in Farm to School week bringing local farmers to campus.

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

http://www.mtholyoke.edu/mwce/projects.html
Outdoors Program

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:

Yes

A brief description of the program:

The Mount Holyoke Outing Club is an organization dedicated to providing women with opportunities to do outdoor activities like hiking, camping, rock climbing, snowshoeing, skiing and more. They manage a college owned cabin on Mount Holyoke that is available for rent.

The website URL where information about the program is available:

http://www.mtholyoke.edu/org/outing/
Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years?:

Yes

A brief description of the themed semester, year, or first-year experience:

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

The sustainability-related book that was chosen, if applicable:

series of articles

The website URL where information about the theme is available:

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

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Sustainability Course Identification

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

Has the institution developed a definition of sustainability in the curriculum?:
Yes

A copy of the institution's definition of sustainability in the curriculum?:
Sustainability in the curriculum and in research examines the multiple facets of the impact of human activity on the natural world and ways in which detrimental effects can be limited or eliminated. Specific course and research topics include:

- The scientific study of human impacts on the environment
- The study of particular technologies that play a significant role in the human interface with the natural world
- The philosophical, historical, or religious questions concerning the human/nature relationship
- Issues of social and economic justice that arise from the human use of natural resources.

**Has the institution identified its sustainability-focused and sustainability-related course offerings?:**
Yes

**A brief description of the methodology the institution followed to complete the inventory:**
Review of 2011-2012 course offerings.

**Does the institution make its sustainability course inventory publicly available online?:**
No

**The website URL where the sustainability course inventory is posted:**
https://www.mtholyoke.edu/mwce/green_partners
Sustainability-Focused Courses

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

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

The number of sustainability-focused courses offered:
62

The total number of courses offered:
1,641

Number of years covered by the data:
One

A list of sustainability-focused courses offered:

Bio 321s: Marine Conservation Biology
Bio 331s: Theory and Application of Conservation Biology
Bio 344s: Biogeochemistry of Northern Ecosystems
Econ 203: Environmental Economics
Econ 213: Economic Development: A survey
Econ 225: Economics of Health care and Health Services Organizations
Anthro 216: Anthropology of Nature
Envst 100: Intro to Environmental Studies
Envst 200: Environmental Science
Envst 204: Human Dimensions of Environmental Change
Envst 210: Political Ecology
Envst 240: Value of Nature
Envst 241: Environmental Issues
Envst 321: Sustainable Agriculture and Agroecosystems
Envst 340: Political Economy of International Conservation
Envst 390: Senior Seminar in Environmental Studies
Gndr 333: Gender, Food and Agriculture in the Global Context
Geog 100: Seminar in Alternative Energy Technologies
Geog 105: World Regional Geography
Geog 107: Introduction to the Physical Environment
Geog 206: Political Geography
Geog 311: Political Economy of Climate Change
Geog 313: Third World Development
Geol 101: Environmental Geology
Geol 115: Understanding Climate Change
Phil 240: Environmental Ethics: Nature/Culture/Values
Pol 242: Oil and Water Don’t Mix: Geopolitics, Energy and the Environment
Pol 266: Environmental politics in America
Geog 321: Geographic Ecosystems
Envst 321: Wetland Ecosystem Research
Geog 212: Global Economic Geography
Geog 311: Geographies of Globalization
Geog 312: Geographies of Development
Geog 312: Perspectives on Global Food Issues
Geog 312: Resource Conflict
Hist 316: Environmental History: Agriculture, Industry and Globalization in Europe, 1780-1914
Hist 361: Environmental History: Nature, Industrialization in Britain, 1780-1840
Arcit 280: Topics in Architecture: Issues in Sustainability
Bio 223: Ecology
Bio 321: Marine Conservation Biology
Geog 204: Human dimensions on Environmental Change
Engl 232: Global Diversity/European Modernity
Envst 321: Landscape, Livelihood & Migration
Envst 341: Science and Power
Hist 301: Food and Famine in Africa
Hist 256: Interpreting Nature: Environmental Thinking and Practice in Europe 1500-present
Hist 284: History, Ecology and Landscape
Latam 389: Agrarian America: Sugar, Cotton, Coffee, Wheat
Pol 345: Memories of overdevelopment
Geol 203: Surface Processes
Geol 326: Global Climate Change
Envst 333: Landscape and Narrative
Envst 344: Biogeochemistry of Northern Ecosystems
Physics 104: Renewable Energy
Bio 315: Behavioral Ecology
Pol 343: The Intellectual and Politics of: Radical Ecology
Pol 348: Colloquium: Community Development
Chem 232: Global Biogeochemistry
Envst 317: Perspectives on American Environmental History
History 301: History, Globalization and Environmental Change

The website URL where the publicly available sustainability course inventory that includes a list of
sustainability-focused courses is available:

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A copy of the sustainability course inventory:

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Sustainability-Related Courses

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

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

The number of sustainability-related courses offered:

40

The total number of courses offered:

1,641

Number of years covered by the data:

One

A list of sustainability-related courses offered:

Bio 145f(3): A Green World
Bio 145f(5): Complexity of Life On Earth
Bio 145f(8): Organismal Biology
Bio 318s: Aquatic Biology
Pol 204: Poverty in the United States
Econ 218: International Trade
Econ 312: Seminar in International Trade
Eng 267: Reading and writing in the world
CST 255: Human Agency and Historical Transformation
Geog 106: Global Societies
Geog 202: Cities of the Twenty-First Century
Geol 227: Groundwater
IR 237: International Human Rights
IR 319: The United States and the Promotion of Democracy and Human Rights
Phil 205: Ethics
Phil 232: Ethical Issues in Complex Organizations
Pol 106: Comparative Politics
Pol116: World Politics
Pol 204: Poverty in the United States
Pol 240: International Political Economy
Bio 322: Comparative Biomechanics
Bio 321: Extreme Life
Bio 226: Evolution
Bio 206: Local Flora
Bio 325: Plant Diversity and Evolution
Engl 373: Nature and Gender: Landscape
Geol 224: Paleontology
Geol 210: Plate Techtonics
Geol 201: Rocks and Minerals
Geol 102: History of Life
Geol 103: Oceanography
Geol 334: History of the Earth
Geog 205: Mapping and Spatial Analysis
Geog 307: Remote Sensing
Geol 322: Igneous & Metamorphic Petrology
Geog 319: Africa: Problems and Prospects

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:
---

A copy of the sustainability course inventory:
---
## Sustainability Courses by Department

### Responsible Party

Nancy Apple  
Director  
Environmental Health & Safety

### Criteria

Institution’s academic departments (or equivalent) offer sustainability-related and/or sustainability-focused courses.

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

### The number of departments that offer at least one sustainability-related or -focused course:

18

### The total number of departments that offer courses:

92

### A list of departments that offer sustainability courses:

- Anthropology
- Politics
- Economics
- English
- Critical Social Thought
- Geography
- Geology
- International Relations
- Philosophy
- Politics
- Environmental Studies
- Gender Studies
- Biology
- History
- Architecture
- Latin American Studies
- Physics
- Chemistry

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:
A copy of the sustainability course inventory:
Sustainability Learning Outcomes

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution’s students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

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

The number of graduates covered by the sustainability learning outcomes:

42

Total number of graduates:

612

A list of degree programs that have sustainability learning outcomes:

Environmental Studies Major, Environmental Studies Minor, Development Studies Nexus Minor

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:

---

A copy of the sustainability course inventory:

---

A list or sample of the sustainability learning outcomes associated with the degree programs:

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

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit?:

Yes

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

Environmental Studies Major and Minor

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

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

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

Sustainable Development Nexus Minor

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

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

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

Five College Sustainability Studies Certificate Program

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

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

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

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

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

Does the institution offer a graduate degree program that meets the criteria for this credit?:

---

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

---

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

---

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

---

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

---

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

---

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

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

---
Sustainability Immersive Experience

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

• it concentrates on sustainability, including its social, economic, and environmental dimensions or
• it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

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

Does the institution offer a program that meets the criteria for this credit?:

Yes

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

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

The website URL where information about the immersive experience is available:

http://www.mtholyoke.edu/global/mhc_costarica.html
Criteria

Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

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

Has the institution conducted a sustainability literacy assessment?:

No

Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort?:

---

A copy of the questions included in the sustainability literacy assessment:

---

A copy of the questions included in the sustainability literacy assessment:

---

A brief description of how the assessment was developed:

---

A brief description of how the assessment was administered:

---
A brief summary of results from the assessment:

---

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

---
Incentives for Developing Sustainability Courses

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program 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 a program that meets the criteria outlined above?:
---

A brief description of the program(s):
---

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

The website URL where information about the program is available:
---
Research

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. 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.

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</tbody>
</table>
Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

Has the institution developed a definition of sustainability research?:
Yes

A copy of the institution's definition of sustainability research:
Sustainability in the curriculum and in research examines the multiple facets of the impact of human activity on the natural world and ways in which detrimental effects can be limited or eliminated. Specific course and research topics include:

• The scientific study of human impacts on the environment
• The study of particular technologies that play a significant role in the human interface with the natural world
• The philosophical, historical, or religious questions concerning the human/nature relationship
• Issues of social and economic justice that arise from the human use of natural resources.

Has the institution identified its sustainability research activities and initiatives?:
No

A brief description of the methodology the institution followed to complete the inventory:
Does the institution make its sustainability research inventory publicly available online?:
No

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):
---
Faculty Engaged in Sustainability Research

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

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

The number of faculty members engaged in sustainability research:

16

The total number of faculty members engaged in research:

200

Names and department affiliations of faculty engaged in sustainability research:

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

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:

---

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

---

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations:
The website URL where information about sustainability research is available:
Departments Engaged in Sustainability Research

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

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

The total number of academic departments that conduct research:
70

The number of academic departments in which at least one faculty member engages in sustainability research:
9

A list of academic departments in which at least one faculty member engages in sustainability research:

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

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:
---

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:
---
Sustainability Research Incentives

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1
Institution has 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.

Part 2
Institution has 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.

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

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

A brief description of the institution’s program(s) to encourage student research in sustainability:
The Miller Worley Center for the Environment provides funding for internships on and off campus, special programs, visiting speakers and workshops. All faculty (in Environmental Studies and related departments) work with students as mentors on independent studies, some of them grant funded.

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

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

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

The website URL where information about the faculty research program is available:
Interdisciplinary Research in Tenure and Promotion

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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

Does the institution's treatment of interdisciplinary research meet the criteria for this credit?:

Yes

A brief description or a copy of the institution’s policy regarding interdisciplinary research:

Interdisciplinary, transdisciplinary or multidisciplinary research is key to many faculty on campus. Such programs and departments that cross boundaries are among the strongest and most popular with students. Examples include Environmental Studies, Critical Social Thought, International Relations, etc. Many tenured faculty are in these programs and departments. Interdisciplinary, transdisciplinary or multidisciplinary research, and integrative thinking, are fundamental to the institution as a whole. As such there is no need for a single written policy. All faculty and students are not just encouraged, but are pushed, to bridge the divides between the sciences, social sciences, humanities and arts to establish a more integrative framework for both exploring and understanding the world in which we live. The co-curricular centers (the Miller Worley Center for the Environment, Weissman Center for Leadership in the Liberal Arts, and McCullouch Center for Global Initiatives) were established to help academic programs, students, faculty, and staff to cross boundaries in all they do.

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

---
Operations

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.

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</table>
Building Operations and Maintenance

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System, and/or

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

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

Total building space that meets "Eligible Buildings Criteria":

2,122,195 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified:

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified:

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified:

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified:

0 Square Feet
The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:

---

An electronic copy of the guidelines or policies:

---

The date(s) the policies or guidelines were adopted:

---

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

---

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:

---

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:

---
Building Design and Construction

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

Submission Note:

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

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

New building space that meets "Eligible Buildings Criteria":

2,122,195 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:

3,200 Square Feet

New building space that is LEED Certified:

186,345 Square Feet

New building space that is LEED Silver certified:
New building space that is LEED Gold certified:
72,000 Square Feet

New building space that is LEED Platinum certified:
0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:
http://www.mtholyoke.edu/envstewardship/envbuilding.html

An electronic copy of the guidelines or policies:
---

The date(s) the policies or guidelines were adopted:
2005

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

Mount Holyoke College is committed to building, renovating and maintaining its campus buildings to maximize energy efficiency and minimize other environmental impacts of the construction, renovation and ongoing use of campus buildings. To support this goal, specific objectives include: designing all new construction to LEED silver or the equivalent with an emphasis on minimizing lifetime energy use, renovating buildings using Mount Holyoke's Environmentally Responsible Principles and Guidelines, utilizing an integrated design approach to identify green design options at the early stages of the design process, conducting energy modeling on all new construction, and commissioning new construction and establishing a schedule for the re-commission of those buildings.

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems:
---

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:
---
Indoor Air Quality

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the 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

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints:
2,122,195 Square Feet

Total occupied building space:
2,122,195 Square Feet

A brief description of the institution's indoor air quality plan, policy, and/or practices:

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

The website URL where information about the institution's indoor air quality initiatives is available:
http://www.mtholyoke.edu/ehs/indoorairquality.html
Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

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</table>
Greenhouse Gas Emissions Inventory

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

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

The website URL where the GHG emissions inventory is posted:
https://www.mtholyoke.edu/envsustainability/ghginventory

Does the inventory include all Scope 1 and 2 emissions?:
Yes

Does the inventory include emissions from air travel?:
No

Does the inventory include emissions from commuting?:
No

Does the inventory include embodied emissions from food purchases?:
No

Does the inventory include embodied emissions from other purchased products?:
No
Does the inventory include emissions from solid waste disposal?:
No

Does the inventory include another Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a second Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a third Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a fourth Scope 3 emissions source not covered above?:
No

If yes, please specify:
---
Greenhouse Gas Emissions Reduction

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol’s Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

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

Scope 1 and 2 gross GHG emissions, 2005:
16,999 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005:
0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005:
0 Metric Tons of CO2 Equivalent

On-campus residents, 2005:
2,028

Non-residential/commuter full-time students, faculty, and staff members, 2005:
776

Non-residential/commuter part-time students, faculty, and staff members, 2005:
322

Scope 1 and 2 gross GHG emissions, performance year:
13,782 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed offsets generated, performance year:
0 Metric Tons of CO2 Equivalent

Carbon offsets purchased, performance year:
427 Metric Tons of CO2 Equivalent

List the start and end dates of the GHG emissions performance year:
---

On-campus residents, performance year:
2,324

Non-residential/commuter full-time students, faculty, and staff members, performance year:
839

Non-residential/commuter part-time students, faculty, and staff members, performance year:
227

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):
---
Air Travel Emissions

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

Does the institution have policies and/or programs in place to reduce emissions from air travel?:

---

A brief description of the policies and/or programs:

---

The website URL where information about the policies and/or programs is available:

---
Local Offsets Program

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community?:

---

A brief description of the program:

---

The website URL where information about the program 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 impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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.

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Food and Beverage Purchasing

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution’s primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution’s primary on-site contractor.

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

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):

21

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

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

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

http://www.mtholyoke.edu/dining/buying_local.html
Trayless Dining

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?:
Yes

A brief description of the trayless dining program:
Trays have been removed from all but one dining hall on campus. Currently the only dining hall with trays is Blanchard Café.

List the year the program was started:
---

The overall percentage of meals served on campus that are trayless:
---

The percentage of meal plan meals served on campus that are trayless:
---

The percentage of retail facility meals served on campus that are trayless:
---

The percentage of conference meals served on campus that are trayless:
---

The website URL where information about the program is available:
---
Vegan Dining

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution offer diverse, complete-protein vegan dining options during every meal?:
Yes

A brief description of the vegan dining program:

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

The website URL where information about the program, policy, or practice is available:
http://chef.mtholyoke.edu/foodpro/location.asp
Trans-Fats

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:
Yes

A brief description of the trans-fats avoidance program, policy, or practice:

Mount Holyoke uses frying oil that does not include trans-fats and seeks to avoid foods that include trans-fats in its dining operations. Some trans-fat free items used by Dining Services are Smart Balance margarine, all purpose shortening, donut fryer shortening and hi ratio shortening in the bakery, deep fryer oil for locations other than the bakery and an olive oil blend.

The website URL where information about the program, policy, or practice is available:
---
Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?:
No

A brief description of the guidelines for franchisees:

---

The website URL where information about the guidelines is available:

---
Pre-Consumer Food Waste Composting

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution have a pre-consumer food waste composting program?:
Yes

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

The overall percentage of meals for which pre-consumer scraps are composted:
---

The percentage of meal plan meals for which pre-consumer scraps are composted:
---

The percentage of retail facility meals for which pre-consumer scraps are composted:
---

The percentage of conference meals for which pre-consumer scraps are composted:
---

The website URL where information about the composting program is available:
http://www.mtholyoke.edu/dining/composting.html
PostConsumer Food Waste Composting

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution have a postconsumer food waste composting program?:
Yes

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

The percentage of overall meals for which postconsumer composting is available:
---

The percentage of meal plan meals for which postconsumer composting is available:
---

The percentage of retail facilities for which postconsumer composting is available:
---

The percentage of conference meals for which postconsumer composting is available:
---

The website URL where information about the composting program is available:
http://www.mtholyoke.edu/dining/composting.html
Food Donation

---

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution donate leftover or surplus food?:
Yes

A brief description of the food donation program:

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

The website URL where information about the food donation program is available:
---
Recycled Content Napkins

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution use recycled content napkins in its dining service operations?:
Yes

A brief description of the purchasing behavior:

Mount Holyoke uses 100% bleach free recycled paper napkins that are 100% post consumer waste. Napkins are put in baskets on tables in the dining halls so that students take only what they need. Eco-friendly napkin dispensers are present in Blanchard Café, Torrey Grab n' Go and Atrium Cafe to serve the same purpose as the baskets in dining halls. Since the napkins are a 100% bleach free recycled napkin and are 100% post consumer, they can also be disposed of with MHC's post-consumer compost.

The website URL where information about the purchasing is available:
http://www.mtholyoke.edu/dining/practices.html
Reusable Container Discounts

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:
Yes

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

Amount of the discount offered for using reusable mugs:
0.10

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):
---

The website URL where information about the reusable mug discount program is available:
http://www.mtholyoke.edu/dining/practices.html
Reusable To-Go Containers

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse?:
No

A brief description of the reusable to-go container program:

---

The website URL where information about the reusable to-go container program is available:

---
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 warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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.

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</table>
Building Energy Consumption

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

\[
\begin{align*}
1 \text{ kWh} &= 0.003412 \text{ MMBtu} \\
1 \text{ MWh} &= 3.412 \text{ MMBtu} \\
1 \text{ therm} &= 0.1 \text{ MMBtu} \\
1 \text{ kBtu} &= 0.001 \text{ MMBtu} \\
1 \text{ ton-hour} &= 0.012 \text{ MMBtu} \\
1 \text{ MJ} &= 0.000948 \text{ MMBtu}
\end{align*}
\]

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

Total building energy consumption, 2005:
196,331 MMBtu

Building space, 2005:
1,683,474 Gross Square Feet

Total building energy consumption, performance year:
197,179 MMBtu

Building space, performance year:
1,765,405 Gross Square Feet

List the start and end dates of the energy consumption performance year:
---
Clean and Renewable Energy

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

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

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution’s electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by OP Credit 5: Greenhouse Gas Emissions Reductions and OP Credit 7: Building Energy Consumption.

Transportation fuels, which are covered by OP Credit 14: Campus Fleet, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

\[
1 \text{ kWh} = 0.003412 \text{ MMBtu} \\
1 \text{ MWh} = 3.412 \text{ MMBtu} \\
1 \text{ therm} = 0.1 \text{ MMBtu}
\]
Option 1: Total 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:
40 MMBtu

Option 3: Total 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: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:
0 MMBtu

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources:
2,207 MMBtu

Total energy consumed during the performance year:
182,759 MMBtu

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

A brief description of on-site renewable non-electric energy devices:
Thermal solar panels for domestic hot water. Collects heat by absorbing solar energy and heats water for residence hall use.

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:
---
A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:

---

A brief description of cogeneration technologies deployed:

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

The website URL where information about the institution's renewable energy sources is available:
https://www.mtholyoke.edu/envsustainability/energyclimatechg
Timers for Temperature Control

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:
Yes

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

The percentage of building space (square footage) with timers for temperature control:
---

The website URL where information about the practice is available:
http://www.mtholyoke.edu/facilities/heating_cooling.html
Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:
Yes

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

The percentage of building space with lighting sensors:
---

The website URL where information about the institution's use of the technology is available:
http://www.mtholyoke.edu/envstewardship/sensors.html
Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit.:

Yes

A brief description of the technology used:

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

The percentage of building space with LED lighting:

---

The percentage of parking deck space with LED lighting:

---

The percentage of outdoor space that uses LED lighting:

---

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):

---

The website URL where information about the institution's use of the technology is available:

---
Vending Machine Sensors

Responsible Party

Nancy Apple  
Director  
Environmental Health & Safety

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

Has the institution installed vending machine motion sensors for at least one vending machine?:
Yes

A brief description of the technology used:
The vending machine strategy includes both monitoring sales to justify machine locations and use of Vending Misers on all refrigerated machines.

The percentage of vending machines with sensors:
---

The website URL where information about the institution's use of the technology is available:
http://www.mtholyoke.edu/envstewardship/vending.html
Energy Management System

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:

Yes

A brief description of the management system:

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

The percentage of building space monitored with a centralized energy management system:

---

A description of what systems are shut down during unoccupied periods:

---

The website URL where information about the institution's use of the technology is available:

---
Energy Metering

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:

Yes

A brief description of the metering system:

Electricity is metered centrally and sub-metered at each of our 50 buildings. Each building is individually metered for electrical consumption. There is central (main) metering of natural gas. Steam is only metered in Creighton Hall.

The percentage of building space with energy metering:

---

The website URL where information about the metering system is available:

---
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.

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</table>
Integrated Pest Management

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution’s grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1) Set action thresholds
2) Monitor and identify pests
3) Prevention
4) Control

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

The size of the campus grounds:
715 Acres

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan:
715 Acres

A brief description of the IPM plan(s):

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

The website URL where information about the IPM plan(s) is available:
https://www.mtholyoke.edu/envsustainability/pestmgmt
Native Plants

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution prioritize the use of native plant species in landscaping?:

Yes

A brief description of the native plant program, policy, or practice:

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

The website URL where information about the program, policy, or practice is available:

---
Wildlife Habitat

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:
Yes

A brief description of the wildlife habitat program, policy, or practice:

More than 300 acres of Mount Holyoke’s 800-acre campus comprise a rural, undeveloped landscape of lakes, streams, forests, marsh, shrub wetlands, forested wetlands, and vernal pools. These habitats are home to hundreds of animal species, including beavers, otters, American eel, and coyotes. These diverse environments and life forms exist in close proximity to areas of rapid development, providing students with opportunities to study a variety of ecological processes and their responses to human activities. The Center for the Environment collects data and maintains a curricular trail through these undeveloped areas. The College supports maintaining these areas as undeveloped and for academic use.

The website URL where information about the program, policy, or practice is available:
http://www.mtholyoke.edu/mwce/biodiversity.html
Tree Campus USA

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

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

No

A brief description of the institution's Tree Campus USA program:

---

The website URL where information about the program, policy, or practice is available:

---
Snow and Ice Removal

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:
Yes

A brief description of the snow and ice removal program, policy, or practice:

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

The website URL where information about the program, policy, or practice is available:
---
Landscape Waste Composting

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:
Yes

A brief description of the composting or mulching program:
The College composts leaves and horse manure at a local farm. Around 100 tons of horse manure and 8 ½ tons of leaves are composted annually.

The percentage of landscape waste that is mulched or composted onsite:
---

The percentage of landscape waste that is mulched or composted off-site:
---

The website URL where information about the program, policy, or practice is available:
---
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.

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<td>Local Businesses</td>
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</tbody>
</table>
Computer Purchasing

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors?:
Yes

The website URL where the EPEAT policy, directive, or guidelines are posted:
https://www.mtholyoke.edu/sites/default/files/lits/docs/LITS_CRSS_120327.pdf

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:
The policy is an operational policy of Library, Information and Technology Services. Exceptions from the policy require approval by an officer.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)?:
Yes
Expenditures on EPEAT Gold desktop and laptop computers and monitors:
451,598 US/Canadian $

Expenditures on EPEAT Silver desktop and laptop computers and monitors:
6,511 US/Canadian $

Total expenditures on desktop and laptop computers and monitors:
458,109 US/Canadian $
Cleaning Products Purchasing

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:
Yes

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:
https://www.mtholyoke.edu/envsustainability/greencleaningpolicy

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

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

Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)?:
Yes

Expenditures on Green Seal and/or EcoLogo certified cleaning products:
5,606 US/Canadian $

Total expenditures on cleaning products:
19,497 US/Canadian $

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

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

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

Does the institution have an institution-wide stated preference to purchase recycled content office paper?:
Yes

The URL where the recycled paper policy, directive, or guidelines are posted:
http://www.mtholyoke.edu/purchasing/copier.html

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

The vendor website is specifically designed to default to the 50% recycled content standard.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)?:
Yes

Expenditures on 10-29 percent recycled-content office paper:
0 US/Canadian $

Expenditures on 30-49 percent recycled-content office paper:
19,966 US/Canadian $

Expenditures on 50-69 percent recycled-content office paper:
14,212 US/Canadian $

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):
0 US/Canadian $

Expenditures on 90-100 percent recycled-content office paper:
340 US/Canadian $

Total expenditures on office paper:
40,423 US/Canadian $
Vendor Code of Conduct

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the 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

Does the institution have and act on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business?:

No

The website URL where the vendor code of conduct or equivalent policy is posted:

---

A copy of the vendor code of conduct or equivalent policy:

---

A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable:

---
Historically Underutilized Businesses

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:

---

A brief description of how the institution meets the criteria:

---

The website URL where information about the program, policy, or practice is available:

http://www.mhec.net/index.php?page=did-you-know
Local Businesses

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit.

Yes

A brief description of the program:

.

The website URL where information about the program, policy, or practice 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.

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Campus Fleet

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution’s motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet :
1

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet :
0

Plug-in hybrid vehicles in the institution’s fleet :
0

100 percent electric vehicles in the institution’s fleet :
0

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):
0
Hydrogen fueled vehicles in the institution’s fleet:
0

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year:
0

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year:
0

Total number of vehicles in the institution’s fleet, including all of the above:
55
Student Commute Modal Split

---

**Responsible Party**

Nancy Apple  
Director  
Environmental Health & Safety

---

**Criteria**

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

---

The percentage (0-100) of institution's students who use more sustainable commuting options:

68

The percentage (0-100) of institution’s students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:

32

The percentage (0-100) of institution’s students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :

28

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:

12

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation :

28

The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation:

0

The website URL where information about alternative transportation is available:

---
Employee Commute Modal Split

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. 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

The percentage (0-100) of institution's employees that use more sustainable commuting options: 19

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation: 81

The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents: 11

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation: 5

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation: 3

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation: 0

The website URL where information about alternative transportation is available: ---
Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
No

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):
not applicable

The website URL where information about the program, policy, or practice is available:
---
Facilities for Bicyclists

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:
Yes

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

The website URL where information about the program, policy, or practice is available:
http://www.mtholyoke.edu/reslife/policies.html
Bicycle and Pedestrian Plan

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Has the institution developed a bicycle plan?:
No

A brief description of the plan:

not applicable

The website URL where information about the plan is available:
---
Mass Transit Programs

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

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

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

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

The website URL where information about the program is available:

https://www.fivecolleges.edu/community/buses
Condensed Work Week

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit.

No

A brief description of the program:

not applicable

The website URL where information about the program is available:

---
Telecommuting

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution offer a telecommute program for employees?:
No

A brief description of the program:
not applicable

The website URL where information about the program is available:
---
Carpool/Vanpool Matching

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution participate in a carpool/vanpool matching program?:
No

A brief description of the program:
not applicable

The website URL where information about the program is available:
---
Cash-out of Parking

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?:
No

A brief description of the program:

not applicable

The website URL where information about the program is available:

---
Carpool Discount

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution offer reduced parking fees for car and van poolers?:
No

A brief description of the program:
not applicable

The website URL where information about the program is available:
---
Local Housing

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

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

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

The website URL where information about the incentives or programs is available:
http://www.mtholyoke.edu/deanoffaculty/fringe_benefits.html
Prohibiting Idling

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Has the institution adopted a policy prohibiting idling?:
Yes

A brief description of the policy:

Information about vehicle idling includes information on the Massachusetts Anti-Idling Law on the Environmental Health web page.

The website URL where information about the policy is available:
http://www.mtholyoke.edu/ehs/vehicle.html
Car Sharing

---

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar?:

Yes

A brief description of the program:

Mount Holyoke College participates in Zipcar with 2 cars on campus.

The website URL where information about the program, policy, or practice is available:

https://www.mtholyoke.edu/auxservices/zipcar-mount-holyoke
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 Reduction
- Waste Diversion
- Construction and Demolition Waste Diversion
- Electronic Waste Recycling Program
- Hazardous Waste Management
- Materials Exchange
- Limiting Printing
- Materials Online
- Chemical Reuse Inventory
- Move-In Waste Reduction
- Move-Out Waste Reduction
Waste Reduction

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

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

Weight of materials recycled, 2005 baseline year:
298.08 Tons

Weight of materials composted, 2005 baseline year:
179.26 Tons

Weight of materials disposed as garbage, 2005 baseline year:
742.90 Tons

Weight of materials recycled, performance year:
281.94 Tons

Weight of materials composted, performance year:
275.69 Tons

Weight of materials disposed as garbage, performance year:
535.43 Tons

List the start and end dates of the waste reduction performance year:
---

On-campus residents, 2005:
Non-residential/commuter full-time students, faculty, and staff members, 2005: 776

Non-residential/commuter part-time students, faculty, and staff members, 2005: 322

On-campus residents, performance year: 2,324

Non-residential/commuter full-time students, faculty, and staff members, performance year: 839

Non-residential/commuter part-time students, faculty, and staff members, performance year: 227

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year): ---

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste: ---

A brief description of the plan of action to achieve waste reduction goals: ---

The website URL where information about the institution’s waste reduction initiatives is available:
http://www.mtholyoke.edu/envstewardship/recycling.html
Waste Diversion

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted:

661.31 Tons

Materials disposed in a solid waste landfill or incinerator:

584.93 Tons

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

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

https://www.mtholyoke.edu/envsustainability/recycling
Construction and Demolition Waste Diversion

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

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

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

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered:
---

Amount of construction and demolition materials landfilled or incinerated:
---

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste:
---
Electronic Waste Recycling Program

Responsible Party

Nancy Apple  
Director  
Environmental Health & Safety

Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?: Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?: Yes

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

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

A brief description of the electronic waste recycling program for institution-generated materials:

LITS controls all computer equipment they provide and either redeploy it or collect it for recycling. Campus offices and departments with electronic equipment that does not need to be removed from the LITS inventory contact Facilities Management for pick up.
A brief description of the electronic waste recycling program for student-generated materials:

At the end of the year, students can bring electronics to the central recycling area in each residence hall. During the academic year, they can put in a work order with Facilities Management for pick-up.

The website URL where information about the e-waste recycling program is available:
https://www.mtholyoke.edu/envstewardship/recycling
Hazardous Waste Management

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

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.

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

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

Yes

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

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

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

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

**The website URL where information about hazardous materials management is available:**

http://www.mtholyoke.edu/envstewardship/hazmtmgmt.html
Materials Exchange

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:

No

A brief description of the program:

---

The website URL where information about the program is available:

---
Limiting Printing

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution limit free printing for students in all computer labs and libraries?:
Yes

A brief description of how printing is limited:

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

The website URL where information about the program, policy, or practice is available:

http://www.mtholyoke.edu/lits/tech/printing.html
Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:

Yes

A brief description of the practice:

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

The website URL where information about the practice is available:

---
Chemical Reuse Inventory

Responsible Party
Nancy Apple
Director
Environmental Health & Safety

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?: Yes

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

The website URL where information about the practice is available: ---
Move-In Waste Reduction

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution have a program to reduce residence hall move-in waste?:
---

A brief description of the program:
---

The website URL where information about the program is available:
---
Move-Out Waste Reduction

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution have a program to reduce residence hall move-out waste?:
Yes

A brief description of the program:

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

The website URL where information about the program is available:
---
Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit

Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation
Water Consumption

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

Water consumption, 2005 baseline year:
35,519,902 Gallons

Water consumption, performance year:
33,801,118 Gallons

List the start and end dates of the water consumption performance year:
---

On-campus residents, 2005:
2,028

Non-residential/commuter full-time students, faculty, and staff members, 2005:
776

Non-residential/commuter part-time students, faculty, and staff members, 2005:
322

On-campus residents, performance year:
2,324

Non-residential/commuter full-time students, faculty, and staff members, performance year:
839

Non-residential/commuter part-time students, faculty, and staff members, performance year:
Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
---

Indication of whether institution has a stated commitment to water use reduction goals:
---

A brief description of the plan of action to achieve water use reduction goals:
---

The website URL where information about the institution’s water conservation initiatives is available:
http://www.mtholyoke.edu/envstewardship/waterresources.html
Stormwater Management

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of 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 address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :
Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :
Yes
A brief description of the institution's stormwater management initiatives:


The website URL where information about the institution's stormwater management initiatives, plan or policy is available:
http://www.mtholyoke.edu/envstewardship/stormwatermgmt.html

Does the institution have a living or vegetated roof?:
No

A brief description of the institution's living or vegetated roof:
---

Does the institution have porous paving?:
No

A brief description of the institution's porous paving:
---

Does the institution have retention ponds?:
No

A brief description of the institution's retention ponds:
---

Does the institution have stone swales?:
---

A brief description of the institution's stone swales:
---

Does the institution have vegetated swales?:
Yes

A brief description of the institution's vegetated swales:
Vegetated swales are used in several locations to reduce overland flow of runoff to the river/lakes.

**Does the institution employ any other technologies or strategies for stormwater management?:**
Yes

**A brief description of other technologies or strategies for stormwater management employed:**
Thirteen percent of the stormwater captured passes through retention/solids removal devices.
Waterless Urinals

Does the institution use at least one waterless urinal?:
No

A brief description of the technology employed:
---

The website URL where information about the technology is available:
---
Does the institution have building-level water consumption meters for at least one building?:
Yes

A brief description of the water metering employed:
Half of campus buildings are independently metered. The remainder are served by two meters.

The percentage of building space with water metering:
---

The website URL where information about the practice is available:
---
Non-Potable Water Usage

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:
Yes

A brief description of the source of non-potable water and how it is used:
The College uses non-potable water for irrigation of the athletics fields. Water is taken from Upper Lake which is part of the Stony Brook Watershed flowing through campus.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources:
---

The percentage of building space using water from recovered, reclaimed or untreated sources:
---

The percentage of water used in utility plants from recovered, reclaimed or untreated sources:
---

The website URL where information about the program, policy, or practice is available:
---
Xeriscaping

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:
No

A brief description of the program or practice:

---

The website URL where information about the program or practice is available:

---
Weather-Informed Irrigation

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:
No

A brief description of how weather data or sensors are used:
---

The website URL where information about the practice is available:
---
Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

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### Sustainability Coordination

**Responsible Party**

Nancy Apple  
Director  
Environmental Health & Safety

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### Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

Does the institution have a sustainability committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

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

Members of the committee, including affiliations:

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

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

https://www.mtholyoke.edu/envsustainability/steeringcommittee
Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:
The Office of Environmental Health, Safety & Sustainability works with the campus community to realize the value of sustainability in all campus operations.

The number of people employed in the sustainability office:
1.50

The website URL where information about the sustainability office is available:
---

Does the institution have a sustainability coordinator?:
Yes

Sustainability coordinator's name:
Nancy Apple

Sustainability coordinator's position title:
Director of Environmental Health, Safety & Sustainability

A brief description of the sustainability coordinator's position:
The Environmental Stewardship Coordinator recruits chairs of the Working Groups and monitors their initiatives, provides support to the ES Steering Committee chaired by the Vice President for Finance and Administration, mentors the Eco-Reps and Green Living Council, and represents the stewardship perspective in campus discussions and on campus committees. The Coordinator is also responsible tracking the College’s progress in meeting its stewardship goals including the STARS (Sustainability Tracking, Assessment and Rating System) program of the Association for the Advancement of Sustainability in Higher Education (AASHE), and the campus Environmental Indicators presented to the Board of Trustees every Fall.

The website URL where information about the sustainability coordinator is available:
https://www.mtholyoke.edu/envsustainability/envstewardshipcoordinator
Strategic Plan

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted:
2,011

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

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

Over the past decade we have been guided by the Mount Holyoke College Plan for 2010 which called for us to “accelerate our progress toward systematic practice of environmental stewardship…”. With a new decade and President, the May 2011 Report of the Strategic Planning Committee renewed our commitment to “continue to strengthen the College’s environmental stewardship and its linkage to environmental education and work to embed the principles and practices of environmental sustainability in campus operations”.

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

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:
From the May 2011 Strategic Planning statement of aspirations and values: "Mount Holyoke will attract a large pool of qualified applicants, and from this pool will enroll a class that is academically strong, intellectually curious, artistically talented, and athletically competitive. The resulting community will be at once socially and culturally aware and bound together through a common and transformative educational experience. Mount Holyoke will be a broadly diverse and inclusive community that values collaboration, respect, collegiality, openness, and engagement."

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

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:
From the May 2011 Strategic Planning statement of aspirations and values: "Mount Holyoke will strive to make its education accessible to all its students through a balanced and affordable program of financial aid. The College will be recognized and ranked as one of the best institutions for women in the world, producing graduates who are leaders in their chosen fields, and who share their talents and wisdom both with the College and with one another throughout their lives."

The website URL where information about the strategic plan is available:
http://www.mtholyoke.edu/go/planning
Physical Campus Plan

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

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

Does the institution's physical campus plan include sustainability at a high level?:
Yes

A brief description of how the physical campus plan or amendment includes sustainability:

Included in the goals of Mount Holyoke's Landscape Master Plan are encouraging stewardship of the land by preserving and enhancing the natural and built resources, identifying opportunities for learning within the landscape and making connections to the surrounding neighborhood, the region and the world, and strengthening a sense of vitality within the College campus community. The Plan supports these goals and objectives by restoring and protecting sensitive ecological areas, including the removal of invasive species, and incorporating sustainable design principles into the design and maintenance of the campus landscape. The Plan's design principles relate to the protection and enhancement of campus open space, views and vistas, stewardship of the environment and landscape management.

The year the physical campus plan was developed or adopted:
2,001

The website URL where the physical campus plan is available:
---
Sustainability Plan

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by PAE Credit 5: Climate Plan, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

Does the institution have a sustainability plan that meets the criteria for this credit?:
Yes

A brief description of how multiple stakeholder groups were involved in developing the plan:

The Environmental Stewardship Steering Committee (see membership in Credit 1) developed the college's Environmental Stewardship Strategic Plan with input from the larger Working Group membership. The ES Plan was developed as part of the larger strategic planning process in 2011.

A brief description of the plan’s measurable goals:

The Environmental Stewardship Strategic Plan identified 11 major needs across campus and established goals and objectives for each of those Needs. For example: Need 4 is "MHC needs to continue to build on its already impressive recycling rates and to reduce overall waste produced." One goal under that Need is "to reduce the amount of residual trash going to the landfill by 10%.”

A brief description of how progress in meeting the plan’s goals is measured:

Associated with each goal are lists of attainable objectives that are monitored by the Steering Committee and the involved departments on campus.
The website URL where more information about the sustainability plan is available:
https://www.mtholyoke.edu/sites/default/files/envstewardship/docs/strategicplanrecommend32012.pdf

The year the plan was developed or last updated:
2012
Climate Action Plan

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:
No

A brief summary of the climate plan’s long-term goals:
not applicable

A brief summary of the climate plan’s short-term goals:
not applicable

Year the climate plan was formally adopted or approved:
---

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:
---

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:
---

The reduction level (percentage) institution has committed to:
The baseline year the institution used in its GHG emissions commitment:

The baseline emissions level institution used in its GHG emissions commitment:

The target year the institution specified in its GHG emissions commitment:

The website URL where information about the climate plan is available:
Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated 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.

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**Diversity and Equity Coordination**

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**Responsible Party**

Nancy Apple  
Director  
Environmental Health & Safety

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**Criteria**

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

---

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

**Does the institution have a diversity and equity committee?:**

Yes

**The charter or mission statement of the committee or a brief description of the committee's purview and activities :**

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

**Members of the committee, including job titles and affiliations :**

Director of Diversity and Inclusion, Dean of the College, Associate Dean of the College, 4 faculty, 3 non-faculty staff, 3 students

**The website URL where information about the diversity and equity committee is available:**

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

**Does the institution have a diversity and equity office?:**

Yes

**A brief description of the diversity office:**

The Office of Diversity and Inclusion exists to help build and maintain a campus environment that is inclusive, pluralistic, and free of discrimination. Working with students, staff and faculty the Office develops plans and implements goals that promote social justice and the understanding of power and privilege and their impacts on individuals, groups and the community at large.
The number of people employed in the diversity office: 4

The website URL where information about the diversity and equity office is available:
http://www.mtholyoke.edu/diversity/index.html

Does the institution have a diversity and equity coordinator?: Yes

Diversity coordinator’s name:
Gladys G. Moore

Diversity coordinator's position title:
Director of the Office of Diversity and Inclusion

A brief description of the diversity coordinator's position:
The Director works with the existing college leadership to transform our institution, inspire colleagues, and engage the entire campus community in dialoguing across difference and developing leaders for the increasingly multicultural 21st century by organizing programs for the community including Intergroup Dialogue, Cultural Heritage and Awareness events, and the Beyond Tolerance project.

The website URL where information about the diversity and equity coordinator is available:
http://www.mtholyoke.edu/diversity/director.html
Measuring Campus Diversity Culture

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:
Yes

A brief description of the assessment(s):

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

Year the assessment was last administered:
2,009

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

The responsibilities and authority of the MCCLC, as set out in Faculty Legislation, include: a) addressing issues chosen by the committee from among those brought to it by students, faculty and staff; b) advising the Dean of the College on activities and policies fostering an inclusive community that respects group and individual differences, and that serves the intellectual, educational and social needs of its members; c) advising and overseeing committees addressing all aspects of College life under the jurisdiction of the Dean of the College; d) reviewing, monitoring and proposing College policies to ensure that all practices at Mount Holyoke are unbiased and to provide
ongoing anti-bias education throughout the institution. Faculty legislation further stipulates that the Committee shall create, maintain, and work with permanent subcommittees, task forces, and ad hoc committees such as are necessary to carry out its work; that it shall meet regularly with the Trustee Committee on Student Affairs; and that it shall solicit from the College community suggestions and concerns relevant to the Committee’s charge.

The Student Government Association also conducts a yearly student survey including questions about diversity, inclusiveness, disabilities, religion and sexual orientation.

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

http://www.mtholyoke.edu/deanofcollege/annual_reports.html
Support Programs for Underrepresented Groups

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:
Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

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

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:

One of Mount Holyoke's goals is to continue to build and maintain its diverse faculty. MHC has been unusually successful in creating faculty diversity, although more so in some fields than others. MHC encourages ongoing efforts to address under-representation where it exists and to improve upon the satisfaction of faculty of color in its community. The Dean of Faculty's Office continues its membership in the Consortium for Faculty Diversity at Liberal Arts Colleges, and a rigorous commitment to encourage thorough, informed and multicultural sensitive search procedures and thoughtful outreach to excellent scholars of diverse backgrounds.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

One of Mount Holyoke's goals is to increase efforts to recruit and retain a diverse staff. As a participant in a new Five Colleges initiative encouraged by our presidents, the diversity directors and human resource directors are working to develop a new shared position. The primary foci of this position will be to build knowledge and relationships with various community groups; create awareness of the colleges as employers; and to be a source for potential candidates for select positions. Human Resources staff from each college will be engaged in the community outreach activities with the new position strategically managing that effort. In addition, Mount Holyoke has
also been an active participant in the Five Colleges Intergroup Dialogue Initiative. This program has been important in building the competence and confidence of individuals to communicate and build relationships across dimensions of difference. Thus, it has helped create a climate on campus that feels increasingly welcoming to all, including a direct impact on the retention of our staff of color.

The website URL where more information about the programs in each of the three categories is available:

https://www.mtholyoke.edu/diversity
Support Programs for Future Faculty

Responsible Party
Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students 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 programs that meet the criteria for this credit?:
Yes

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

The website URL where more information about the program(s) is available:
http://www.mtholyoke.edu/wcl/index.html
Affordability and Access Programs

Responsible Party

Nancy Apple  
Director  
Environmental Health & Safety

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

"---" 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 the institution’s participation in federal TRIO programs:

---

A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students:

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

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

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

---

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

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

A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:

---

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

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

A brief description of the institution’s other admissions policies and programs:

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

---

A brief description of the institution’s other policies and programs not covered above:

---

The website URL where information about programs in each of the areas listed above is available:

http://www.mtholyoke.edu/sfs/affordable.html
Gender Neutral Housing

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?:
Yes

A brief description of the program, policy, or practice:
All of Mount Holyoke's housing options are open to transgender identified students. Students can request a medical single for the period of their transition, if desired. All campus residence halls also have unisex bathrooms available.

The website URL where information about the program, policy, or practice is available:
---
Employee Training Opportunities

---

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution make cultural competence trainings and activities available to all employees?:
Yes

A brief description of the cultural competence trainings and activities:

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

The website URL where information about the trainings and activities are available:

https://www.mtholyoke.edu/diversity/dialogue
Does the institution make cultural competence trainings and activities available to all students?:

Yes

A brief description of the cultural competence trainings and activities:

The Intergroup Dialogue program strives to empower participants towards the creation of a more just world in which people choose their own path in life rather than unknowingly behaving according to their assigned roles. The TABOO dialogues offer a healthy place to explore ideas and feelings while leaning into your own sometimes uncomfortable growing edges.

The website URL where information about the trainings and activities are available:

https://www.mtholyoke.edu/diversity/intergroup
Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff 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.

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Sustainable Compensation

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

Policies and practices adopted by entities of which the institution is part (e.g. state government or the 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

Total number of employees working on campus (including contractors):
1,050

Number of employees (including contractors) that the institution ensures earn sustainable compensation:
1,050

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

Most of Mount Holyoke College’s lower wage workers are employed in dining services and facilities. Wage structures are established through union contract negotiations. Before negotiations, Mount Holyoke College conducts market research utilizing salary survey information from national higher education and regional cross-industry surveys. Currently, all employees in the lower wage categories are earning higher hourly wages than average for the region. The lowest paid workers earn more per hour than the local living wage as presented at livingwage/mit.edu
In addition, a comparison of fringe benefits demonstrates a higher than average rate of non-wage compensation.

The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2,012

The website URL where information about the institution’s compensation policies and practices is available: ---
Employee Satisfaction Evaluation

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

A brief description of the institution’s methodology for evaluating employee satisfaction:

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

The year the employee satisfaction evaluation was last administered:

2012

The website URL where information about the institution’s employee satisfaction evaluation process is available:

https://www.mtholyoke.edu/iresearch/work-life-family-survey
Staff Professional Development in Sustainability

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 training and professional development opportunities in sustainability available to all staff?:

No

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

---

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

---
Sustainability in New Employee Orientation

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:

Yes

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

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

The website URL for the information about sustainability in new employee orientation:
http://www.mtholyoke.edu/envstewardship/ecooffices.html
Employee Sustainability 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.

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

Total number of people employed by the institution:
---

Program name (1st program):
---

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

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

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

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

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

Program name (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):

---

Program name(s) (all other programs):

---

Number of employees served by the program(s) (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):

---
**Childcare**

**Responsible Party**

Nancy Apple  
Director  
Environmental Health & Safety

**Submission Note:**

http://www.mtholyoke.edu/offices/comm/csj/970620/child.html

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

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 students, faculty, and staff?:

Yes

A brief description of the child care program, policy, or practice:

The Gorse Children's Center, located on the grounds of the College, offers programs for infants, toddlers, preschoolers, and kindergarteners as well as after-school and back-up care. Included in the program are child study classes of the Psychology and Education Department. The Gorse Children's Center is under the management of Bright Horizons Family Solutions. Children of full-time members of the College Community are offered admission priority. The Center also offers care during faculty meeting.

The website URL where information about the program, policy, or practice is available:

http://www.mtholyoke.edu/hr/gorse_center.html
Employee Wellness Program

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Submission Note:

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

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:
Yes

A brief description of the employee wellness program, policy, or practice:

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

The website URL where information about the program, policy, or practice is available:
http://www.mtholyoke.edu/hr/work_life_wellness.html
Socially Responsible Retirement Plan

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

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

A brief description of the socially responsible investment option for retirement plans:
The College offers a socially responsible investment option through the TIAA-CREF Social Choice Equity fund - Retirement Class as an option under its Defined Contribution Retirement Plan.

The website URL where information about the program, policy, or practice is available:
---
Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

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</table>
Committee on Investor Responsibility

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees 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 committee on investor responsibility or similar body that meets the criteria for this credit?:

No

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

not applicable

Members of the CIR, including affiliations:

not applicable

Recent examples (within the past 3 years) of CIR actions:

---

The website URL where information about the committee is available:
Shareholder Advocacy

Criteria

There are two possible approaches to earning this credit.

1) 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.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

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

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years?:
---

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:
---

Has the institution conducted a negative screening of its entire investment pool within the last three years?:
---

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :
---

The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available:
---
Positive Sustainability Investments

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

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

Total value of the investment pool:
---

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry:
---

Value of holdings in businesses selected for exemplary sustainability performances:
---

Value of holdings in sustainability investment funds, such as a renewable energy investment fund:
---

Value of holdings in community development financial institutions (CDFIs):
---

Value of holdings in socially responsible mutual funds with positive screens:
---

A brief description of the companies, funds, and/or institutions referenced above:
---

The website URL where information about the institution’s sustainability investment activities is available:
Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:

Yes

A brief description of the student-managed sustainable investment fund:

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

The website URL where information about the fund is available:

---
Sustainable Investment Policy

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations?:

---

A brief description of the sustainable investment policy:

---

The website URL where information about the policy is available:

---
**Investment Disclosure**

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:

---

A brief description of the institution’s investment disclosure practices:

---

The website URL where information about investment disclosure available:

---
Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

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</table>
Community Sustainability Partnerships

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution’s sustainability partnerships with the local community:

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

The website URL where information about sustainability partnerships is available:
http://www.mtholyoke.edu/mwce/projects.html
Inter-Campus Collaboration on Sustainability

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

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

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

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

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

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

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

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

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

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

The website URL where information about cross-campus collaboration is available:
Sustainability in Continuing Education

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:

---

Number of sustainability continuing education courses offered:

---

Total number of continuing education courses offered:

---

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:

---

A brief description of the certificate program:

---

Year the certificate program was created:

---

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

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

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

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

Submission Note:

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

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

The number of students engaged in community service:
709

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
2,324

The website URL where information about the institution’s community service initiatives is available:
http://www.mtholyoke.edu/cbl/index.html
Community Service Hours

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution engages students in community service, as measured by 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

The number of student community service hours contributed during a one-year period:
3,816

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
2,324

The website URL where information about the institution’s community service initiatives is available:
http://www.mtholyoke.edu/cbl/index.html
Sustainability Policy Advocacy

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Institution advocates for federal, state, 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.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

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

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

The website URL where information about the institution’s advocacy efforts are available:

---
Trademark Licensing

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Criteria

Part 1
Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2
Institution has signed on to participate in the Designated Suppliers Program.

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

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

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

Has the institution expressed intention to participate in the Designated Suppliers Program?:
---

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

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:
---

A brief description of the graduation pledge program:
---

The website URL where information about the graduation pledge program is available:
---
Community Service on Transcripts

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

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

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

A brief description of the practice:
---

The website URL where information about the practice is available:
---
Farmers' Market

Responsible Party

Nancy Apple
Director
Environmental Health & Safety

Submission Note:

There is a local farmer's market on the town green across the street from the campus. While we do not host it, our student garden coordinators help with the management. Given its proximity and that we are not the 'host', this credit is not applicable.

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

Does the institution host a farmers' market for the community?:

---

A brief description of the farmers’ market:

---

The website URL where information about the market is available:

---
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.

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Innovation 1

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 2

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 3

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 4

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

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</table>
New Student Orientation

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Criteria

Institution provides details of its food and beverage purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Criteria

Institution provides details about its energy initiatives.

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

Criteria

Institution reports its energy use by type.

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

Criteria

Institution provides details about its procurement efforts.

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

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

Criteria

Institution provides details about its water initiatives.

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

Criteria

Institution provides details about its endowment.

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

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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