



Bard College

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

Date Submitted: June 12, 2014

STARS Version: 2.0

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:

All Electricity Use by generation source %-breakdowns come from eGRIDweb 2005 data for NYUP NPCC Upstate NY

http://cfpub.epa.gov/egridweb/view_srl.cfm

Elected to not fill in "Energy used for heating buildings, by source"....

It is a particularly tricky energy modeling problem to disaggregate bulk fuel records into the many different possible end-uses (i.e. electricity in a building could be used for heating as well as lighting, plug-loads, cooling, etc., or propane for cooking, DHW, etc)... to draw out just the heating portion requires either many-leveled submetering, or rigorous baselining combined with many assumptions. Moreover, unless the credit is referring to "true" geothermal (tapping high-temp heat reservoirs deep in the earth), the more common definition of geothermal (heat-exchange using ground-source heat pumps) would also be electric, and included with other electric heat sources (e.g. baseboard, air-source heat pumps).

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

Endowment size:

249,312,000 US/Canadian \$

Total campus area:

550 Acres

IECC climate region:

Marine

Locale:

Rural

Gross floor area of building space:

1,186,445 Gross Square Feet

Conditioned floor area:

1,161,851 Square Feet

Floor area of laboratory space:

84,482 Square Feet

Floor area of healthcare space:

2,500 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

419,886 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	1.19
Coal	21.55
Geothermal	0
Hydro	26.43
Natural gas	15.48
Nuclear	27.04
Solar photovoltaic	0
Wind	0.11
Other (please specify and explain below)	8.20

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

Other = Oil (7.7609%) + "Other Fossil" (0.4402%)

Energy used for heating buildings, by source::

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

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

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

40

Full-time equivalent enrollment:

2,040

Full-time equivalent of employees:

804

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

1,902

Total number of graduate students:

129

Number of degree-seeking students:

2,031

Number of non-credit students:

0

Number of employees:

913

Number of residential students:

1,505

Number of residential employees:

10

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

Nathan Shockey

Assistant Professor of Japanese
Language and Literature

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	873	43
Number of sustainability courses offered	33	16
Number of courses offered that include sustainability	41	26

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

15

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

44

Number of years covered by the data:

Two

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

[STARS 2.0 Sustainability Courses Submission_2.xlsx](#)

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

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

<https://stars.aashe.org/tool/bard-college-ny/submission/2225/AC/curriculum/AC-1/>

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

- 1) A review of course listings for the last two years
- 2) A faculty survey

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

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

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

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

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

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

Does the institution designate sustainability courses on student transcripts?:

Learning Outcomes

Responsible Party

Tom O'Dowd
EUS Administrator
EUS

Criteria

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

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

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

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

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

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

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

400

Total number of graduates from degree programs:

500

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

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

All Undergraduate Students are required to take one Rethinking Difference course.

All Undergraduate Students are required to take one Laboratory Science course (often covering ecology, environmental biology, environmental chemistry).

Three undergraduate programs are specifically focused on sustainability: Environmental and Urban Studies (EUS) undergraduate program; Anthropology undergraduate program; Sociology undergraduate program.

One graduate program is specifically focused on sustainability: Bard Center for Environmental Policy.

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

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

<http://eus.bard.edu/>

Undergraduate Program

Responsible Party

Tom O'Dowd
EUS Administrator
EUS

Criteria

Institution offers at least one:

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

And/or

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

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

Submission Note:

Environmental and Urban Studies is a transdisciplinary program that examines the interdependence of human societies and the physical environment. The program strives to ensure that majors have a solid background in the physical sciences, the humanities, and economics and policy--and understand what sustainability means in the real world. We aim to enhance students' understanding of the complexities of environmental and urban issues and their awareness of interrelationships between built and "natural" environments.

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

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

Yes

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

Environmental & Urban Studies

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

Both biogeophysical systems and human societies (cultures, economies, political regimes) are nested complex systems involving numerous interactions. Environmental and Urban Studies is a transdisciplinary program that examines the interdependence of human societies and the physical environment. The program strives to ensure that majors have a solid background in the physical sciences, the humanities, and economics and policy--and understand what sustainability means in the real world. We aim to enhance students' understanding of the complexities of environmental and urban issues and their awareness of interrelationships between built and "natural" environments.

environments.

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

<http://eus.bard.edu/>

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

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

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

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

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Eban Goodstein

Director

Bard Center for Environmental Policy

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

M.S. in Environmental Policy

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

...

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

http://www.bard.edu/cep/academic_programs/masters-science-environmental-policy.php

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

M.S. in Climate Science and Policy

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

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

http://www.bard.edu/cep/academic_programs/climate.php

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

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

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

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

Peace Corps Master's International Program

M.S. and J.D. with Pace Law School

3+2 Program

M.S. and Master of Arts in Teaching

all may be found at:

http://www.bard.edu/cep/academic_programs/

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

No

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

BCEP students participate in two-week intensive immersion courses during January of each year, known as J-term courses:

Land Trusts: A Primer and the Role of Climate Change

This course focuses on the key strategies of land trusts and exposes students to their present developments .

Carbon Finance: An overview and Current Markets

This course covers the history of environmental markets and finance, green business models, and the role of renewables and efficiency. Students also spend two days in New York City meeting with energy and finance experts.

Slow Water for Sustainable Development: Oaxaca

This course focuses on creating sustainable water sources, exposing students to the general challenges of water management through a developing country context. Students also benefit from BCEP's partnership with the Institute for Nature and Society, which advocates for water policy in Oaxaca, Mexico.

Farm Internship:

4 Credit Independent Study Internship
on Gansvoort Farm in the Village of Clermont
Fall 2010, Monday and Thursday 9-11:30

Gansvoort Farm raises 100% grassfed heritage-breed Registered Devon beef cows and sheep for meat and fiber using intensive rotational grazing

We will read and discuss scientific literature on:

Greenhouse Gas Emissions from livestock systems, Carbon and Nitrogen Cycling in pastures, Management-Intensive Grazing (MIG), Control of internal parasites, Conservation of heritage livestock genetics, Reducing energy consumption in agriculture by employing Ecosystem Services, and more!

Students learn from hands-on experience with:

Estimating pasture biomass, Setting up portable electric livestock fences, Assessing grass and legume quality and diversity, Low-stress animal handling methods, Working with a trained stock dog, Taking soil and foliage samples, “Frost” and “Hoof” pasture seeding methods, and more!

**Limited to 4 Bard undergraduates each semester. Must interview with Professor Phillips, Farm owner and Professor of Environmental Science in the Bard Center for Environmental Policy. Must be willing to work hard, and think deeply about food producing systems!

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

<http://www.bard.edu/usno/>

Sustainability Literacy Assessment

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

28.50

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

0

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

[Sustainability Literacy Assesment.pdf](#)

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

1. What are the potential effects of global climate change?

Put the following list in order of the activities with the largest environmental impact to those with the smallest environmental impact (i.e. consider all resources and energy used, emissions and pollution generated, etc.)

3. Bard has gone to single stream recycling and uses a two-bin system around campus: one for recycling and one for trash. If recyclable material is disposed of in the trash bin what happens to it:

4. At Kline, there is a food-scrap bucket at the dish return window for you to compost your food waste (which is later used for landscaping on campus)—about how many pounds of food waste does Bard reclaim per day?

5. What is the main source of our daily-use water at Bard?

6. The image above (US Energy Information Administration, 3/2013) shows the breakdown of total US electricity generation in 2012 by fuel source. When burned/converted at the power plant to generate the same amount of electricity, which source do you think produces the most greenhouse gas (GHG) emissions? Rank from highest to least emissions:

7. Environmental Justice refers to:
8. What is the most common cause of pollution of streams, rivers, and oceans?
9. Ecosystem Services are natural processes and resources that are vital for humans. Which critical ecosystem services do wetlands provide? (Pick all that apply):
10. The size of the Gross Domestic Product (GDP) is often used to gauge the health of the US economy. Pick all of the following activities that contribute to GDP:
11. The most significant driver in the loss of species and ecosystems around the world is

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

took at question from national environmental literacy survey, reviewed other institutional assessment questions and made Bard-specific questions.

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

Sent to all first year students as they were returning for Citizen Science January session. Also made hard copies available to all students (very low rate of return on that effort).

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

In general More than half the responses were 'correct' for half the questions.

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

Incentives for Developing Courses

Responsible Party

Michele Dominy
Dean of the College
Dean's Office

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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

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

Yes

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

Bard received a grant from the Mellon Foundation for the development of the Environmental and Urban Studies program. This grant includes funding for:

Course replacement incentives for faculty, who teach in EUS but whose primary appointments are in traditional disciplines, to encourage course contributions and curriculum development, and to hire visiting professors of practice and postdoctoral fellows for supplementary courses to enhance the curriculum;

(4) Mini research grants for collaborative faculty/student projects, colloquium/capstone presentations, and student travel to enhance the civic engagement component of the program.

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

Because we seek to expand and refine our currently existing but limited EUS course offerings, we must be able to offer heretofore unavailable course releases so that faculty can devote time to curricular design and implementation. We also need course releases to encourage greater faculty teaching within the new program's framework, along with funds to allow the College to replace participating faculty within their disciplinary homes. Course releases will enable professors to devote more time to enhance their course content.

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

Campus as a Living Laboratory

Responsible Party

Tom O'Dowd
EUS Administrator
EUS

Criteria

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

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

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

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

Submission Note:

More info on

Eels program:

<http://www.dec.ny.gov/lands/49580.html>

Campus to Congress:

<http://www.bard.edu/cep/c2c/>

10% Challenge:

<http://redhookchallenge.org/>

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

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

	Yes or No
Air & Climate	Yes
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	Yes
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	Yes
Health, Wellbeing & Work	Yes
Investment	Yes
Public Engagement	Yes

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

Dr. Eli Dueker, new hire in EUS, will use the Bard Field Station to study the connections between air quality and water quality through coastal aerosols.

Senior Projects:

HANNA GEOGHEGAN MITCHELL: “The REDD+ Balloon: An Analysis of the California–Chiapas Agreement around REDD+ as a Snapshot of the Expanding Regime Complex for Climate Change”

Bard Center for Environmental Policy Projects:

ABIGAIL M. OSGOOD: “The Role of Market Actors in Climate Change Mitigation”

JESSICA HELENA LECLAIR: “Governance Strategies in the Far North: Managing Climate-Driven Relocation Efforts in the Arctic”

MELISSA A. MEZGER: “The Framing of Uncertainty in U.S. Newspaper Reports on Climate Change”

KENDALL AUGUSTA LAMBERT: “Assessing Vineyard Irrigation Demand under Four-Climate Futures: Methods to Enhance Resiliency to Climate Change in Sonoma, California”

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

Course and On-Going Project:

"Opportunistic Architecture: The Social Art of Building." Students, Deans, and Professors work with Architects to design a sustainable media classroom from a re-purposed shipping container (scheduled to be completed in 2014). With support from the George I. Alden trust and a Bard Mellon-Supported Special Project Mini-Grant.

Student club and tutorials:

Bard Builds is a student club that works on sustainable design projects (green buildings, sea level rise adaptation, etc.). Students are planning structures right no campus working with Buildings and Grounds, Office of Sustainability, and Trustee Leadership Scholars. Bard Builds is offering tutorials on ArcGIS, Sketchup, InDesign, etc.

Course:

PHYS 120: Global Energy. A laboratory-based physics class designed to introduce non-science majors to the different types of energy and the environmental and economic costs associated with different types of energy production. Students conducted interviews with campus staff and reviewed campus data.

Senior Projects:

NADEJDA ARTIOMENCO: “Sustainable Building Design: Cutting Energy Consumption Due to Heating”

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

BardEATS: this program spotlights issues asking where the college's food comes from, how the workers are treated, and where the animals live.

Bard Food Initiative: this program strives to develop local food culture through outreach programs and food service reform.

Bard College Farm: The Bard Farm is a 1.25 acre sustainable farm that organically grows fruits and vegetables to sell to Chartwells, the campus dining service. Located on Bard's campus, worked by students, and visited by several classes.

BardBees

BardBirds

Senior Projects:

VICTORIA BELLE McPHEE: "Necessary Pleasure," food photography focusing on obsession, addiction, and desire in domestic settings

SAMUEL THOMAS WENDEL: "Food Prices: The Relative Price Discrepancies between Calories and Nutrients"

LAURA AMY OVADIA: "Do You Really Want Another Slice?" Overeaters Implicit and Explicit Food Preferences

JACOB SOLOMON POWSNER: "The Modern Food Regime in Mexico; the Political Recuperation of Food Sovereignty"

MADELEINE RACHEL STRASSLER: "Framing Food: Contemporary Shifts in Animal Rights Movement Discourse"

JUSTIN GERO: "Corn and Crimson Clover Intercropping" (Biology, Bard Farm).

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

Bard Energy Efficiency Coordinator Dan Smith worked with two students to design a compost process that produces hot water

Senior Projects:

NADEJDA ARTIOMENCO: "Sustainable Building Design: Cutting Energy Consumption Due to Heating"

Bard Center for Environmental Policy Projects:

MICHELLE LYNN PHILLIPS: "Fuel Treatment Thinnings from U.S. Federal Public Lands: A Bioenergy Perspective"

LUCILLE BENTON VAN HOOK: "An Examination of First-Cost Barriers in Residential Energy Efficiency Program Participation"

NAI-HUI WANG: "Actor Mechanism: Key Elements to Successful Small-Scale Community Renewable Energy"

DANIEL SMITH: "Improving Consumer-targeted Residential Energy Audit Software: An Introduction to the Home Envelop and Energy Analysis Tool (HEEAT)"

PATRICK JOSEPH COSMO DiCIACCIO: "Property Assessed Clean Energy (PACE) Financing: A Review of the PACE Design and its Intersection with the Residential Mortgage Industry"

CATHERINE NYAMBURA MUNYUA: "A Feasibility Analysis of Waste to Energy in Nairobi, Kenya"

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

Parking Lot Green Infrastructure project: Grant-funded and planning underway.

Bard Arboretum: Monthly arboretum walks with the Director. Student interns (annual program) learn about tree inventories under guidance of horticulture supervisor.

Bard College Farm: The Bard Farm is a 1.25 acre sustainable farm that organically grows fruits and vegetables to sell to Chartwells, the campus dining service. Located on Bard's campus, worked by students, and visited by several classes.

Community Garden: Bard students and faculty work together to create a permaculture style organic garden on campus. Class projects with Environmental and Urban Studies program.

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

Real Food Challenge/Bard EATS (Eating Awareness Transforms Society/Bard Food Initiative: students investigate alternative product sourcing that fulfills RFC principles.

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

Bard student in EUS Colloquium course investigating trail possibilities in Red Hook - interviewing the multiple stakeholders involved in "trails".

related
Senior Projects:
ABBY MARIE PFEIFFER: "Federal Transportation Policy: Improving America's Infrastructure through Value Capture Funding and Its Incentives," a critical look at the economic incentives of transportation funding, noting the bias towards auto travel

Bard Center for Environmental Policy Projects:
CARRIE LUCIO-ZWIEBACK: "Crafting Responsible Transportation Planning: Grassroots Organizations' Role in Biking Policies in Boston, Massachusetts"

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

Professor Sophia Stamatopoulou-Robbins anthropology methods course on "Waste." Several student projects focus on Bard waste including the Freeuse program.

Field Methods in Environmental Archaeology: Native Peoples on Bard's Lands

EUS Practicum: "Reducing Waste and Inspiring Sustainability; Mug Refill Program at Bard College" (Katherine "Kate" Sopko)

related: Bard Center for Environmental Policy Projects:

JAIME MICHELLE DiPUPPO: "Improving Waste Management in New York City: A Case Study"

RACHEL A. SAVAIN: "Building Public-Private Partnerships: Integrating Informal Recyclers into Solid-Waste Management in Haiti"

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

Bard Center for Environmental Policy Projects:
CAROL SMILLIE: "Sustainable Storm Water Management: Recommendations for the Bard College Campus"

related: NOLAN GARDNER: "Rainwater Harvesting in Oaxaca de Juárez, Mexico: Constraints and Promise" Nolan was an EcoRep who contributed to the 350 movement, biking an invitation from campus to the Governor and then Representative Gillibrand.

KEITH THOMAS MCHUGH: "The Value of Inland, Freshwater Wetlands for Flood Protection" Keith was a graduate intern who helped establish the Sustainability Council.

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

“Maintaining Red Hook’s Traditional Image” (Leo Stevens-Lubin)

“Connecting the Dots: Expanding Transportation and Curb Appeal in Upper Red Hook” (Gwendolyn Knapp)

Student Government:

There is a student position on the Bard Sustainability Council through Student Government. Student Government also supports/funds several sustainability-related clubs who often have faculty/staff advisers. (The Environmental Collective, the Bike Coop, the Outdoors Club, etc.).

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

The Difference and Media Project is an interdisciplinary, extra-departmental space for students, faculty, staff, and visitors. Inspired by the interdisciplinary, problem-focused nature of the MIT Media Lab, which MIT describes as an “atelier” environment, the Difference and Media Project creates a multi-media laboratory space for “difference.” Difference, broadly speaking, includes race, sexuality, religion, national origin, class, or other ability, but is not restricted to those categories. Difference, of course, is not necessarily an idea that can be captured within these categories, which can only be preliminary and provisional. Media includes written texts, live performance, plays, digital artworks, conversation, art installations, or site-specific interactions with the landscape. The laboratory format allows for rigorous play, spontaneous interactions, and creative analysis.

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

Bard Canoe Program: Wellness trips throughout Spring, Summer, and Fall on the South Tivoli Bay exploring "Nature-as-Medicine" with Environmental and Urban Studies Executive Administrator Tom O'Dowd (specialist in Environmental Psychology and Natural History). Various student groups and programs participate (Wellness, International Students, Outdoors Club, etc.).

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

Bard Socially Responsible Investment Committee:

The Bard College Socially Responsible Investment Committee is made up of 4 elected student representatives and 4 faculty and staff members. There is also a student club by the same name that provides a support network for the committee. The mission of both groups is to improve the transparency and social responsibility of the College's endowment and leverage the endowment for social change. For more information, please visit our website:

<http://clubs.bard.edu/sric/>

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

Center for Civic Engagement:

Student-Led Initiatives: Camps, tutoring programs, and in-class presentations to local elementary/middle school students (on Bard campus and off). Includes Bard food/science camp, Young Naturalists Initiative, and Bard Biodiesel Collective.

Campus to Congress:

The C2C program invites students from Bard and other national institutions to become leaders in government or business before the age of 25.

10% Challenge Red Hook:

The 10% Challenge is a call to reduce energy use in Red Hook, N.Y. by 10 percent over the next year and to motivate 10 percent of our citizens to become involved. A Bard student intern, Nicole Leroy, staffed a program to explain energy savings activities to the Red Hook community.

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

EUS Eels Project:

The Environmental and Urban Studies (EUS) program and Biology sponsor a 10+ year research project on the American eel, in coordination with the New York State DEC and the Hudson River National Estuarine Research Reserve (HRNERR). Students, staff, faculty, and community members monitor juvenile American eel populations with a net in the South Tivoli Bay on Bard's campus, with use of the Bard Field Station in order to assess and improve this indicator species' ecological conditions. Students have launched eel-related careers from this project, contribute annually to region-wide understanding of Hudson River ecology, and bonded with each other, staff, faculty, and community members.

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Nathan Shockey

Assistant Professor of Japanese
Language and Literature

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

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

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

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

Number of the institution's faculty and/or staff engaged in sustainability research:

21

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

200

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

18

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

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

[STARS 2.0 Sustainability Courses Submission.xlsx](#)

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

Ahwesh
 Baruah
 Benson
 Bracher
 Deady
 Dominy
 Eshel
 Gibson
 Haig
 Keenan
 Keesing
 Lindner
 Lytle
 McKim
 Robertson
 Rogers
 Sanditz
 Scheible
 Shkliarevsky
 Suzuki
 Tynes

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

Faculty survey: self-reported independent study, senior project supervision, and professional work.

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

"Whose River is it Anyway? The Political Economy of Hydropower in the Eastern Himalayas," *Economic and Political Weekly*, Vol 27, No. 29, July 2012,

Sánchez-Mercado, A., García-Rangel, S., Yerena, E., Ferrer-Paris, J.R., Robertson, B.A., & Rodríguez-Clark, K.M. In revision. Combining habitat and threat models to predict potential ecological traps for Andean Bears in the Cordillera de Mérida, Venezuela. *Animal Conservation*,

Invited Talk: Modelling Yields' Response to Reactive Nitrogen Additions, World Resource Institute/Princeton Environmental Institute/UNESCO Re- active Nitrogen meeting, Paris, France, Oct. 18th 2012,

The website URL where information about sustainability research is available:

<http://www.bard.edu/bos/>

Responsible Party

Michele Dominy
Dean of the College
Dean's Office

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
 - An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
 - Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
 - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.
-

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

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

Yes

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

The Andrew W. Mellon Foundation has granted funds to the college to support curricular innovation and course design, and to enhance civic engagement opportunities for our students in the Environment and Urban Studies program. This is a three-year grant (that has been extended).

While a significant portion of the grant is allocated to faculty staffing, internship coordination, and novel practicum courses, funds are also allocated in the following categories:

Minigrants

(a) Faculty/Student Collaborative Research (to involve laboratory or field research, or travel and equipment), not to exceed \$3000 per project.

(b) Undergraduate Student Travel to Support Internships and Community Involvement.

Faculty to nominate, sponsor and submit the student request.

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 same grant will also support:

Course Development

Up to two grants to continuing undergraduate faculty per year to offset course development expenses and support.

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

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

No

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

No

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

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

Yes

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

Bard's library subscribes to the following resources, which offer access to academic literature on sustainability:

Academic Search Premier (EBSCO)

BioOne

Center for Research Libraries (CRL)

Environment & Energy Daily

GreenFILE

Greenwire

JSTOR

Land Letter

LexisNexis Academic

New York Times From 1851 to 3 Years Ago

Project MUSE

Readers' Guide Abstracts

WorldCat

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

<http://www.bard.edu/library/content/databases.php?searchtype=sub&subject=envi&select=15>

Access to Research

Criteria

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

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

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

Engagement

Campus Engagement

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

1,800

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

EcoReps

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

1,350

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

EcoReps promote residence hall sustainability, including maintaining recycling/reuse/compost stations (and EcoBoxes), creating educational pieces, helping PCs with programming and volunteering for campus life sustainability efforts including Recyclemania and CCN.

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

EcoReps are volunteers who self identify before the academic year begins. Peer Counselors are considered the EcoReps until a suitable replacement is identified.

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

We hold an Orientation meeting for PCs and EcoReps before the year starts. All EcoReps have required reading and are asked to attend a Social Marketing workshop in the Fall.

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

The EcoRep Program is funded out of BoS on an as-needed basis. The budget is \$500

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

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

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

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

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

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

95

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

Students take a Sustainability Pledge before they arrive on campus. First years are immediately engaged with the EcoRep program through the pledge, a Resource Fair and a Sustainability Fair. Mason jars are made available to all first years, upon request. We use an "S" demarcation in the New Student Orientation manual to denote sustainable activities. Examples of sustainability activities that occur during Orientation include film screenings, a guided bike trip to the nearest village and farm stand, meal supported by the Bard Farm and local farmers, etc. The Bard Office of Sustainability also submits a full page advertisement for upcoming yearly sustainability-related items.

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

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

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

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

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

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	Yes
Other co-curricular sustainability programs and initiatives	Yes

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

The Environmental Collective (EC) is a student run organization for the promotion of social justice, environmental welfare, and economic security on-campus and beyond. In the past, we have installed water bottle filters, screened documentaries, promoted ecological policies on campus, hosted call-ins for national climate legislation and collaborated with local citizen groups for international days of action.

The website URL where information about student groups is available:

<http://student.bard.edu/clubs/templates/template1.php?id=1133>

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

The Bard Farm is a 1.25 acre sustainable urban farm that organically grows fruits and vegetables to sell to Chartwells, the campus dining service. Located on Bard's campus and worked by students, the farm, with its visibility and its accessibility, demonstrates the realities of small-scale farming and the potential for community to develop around food. The Bard community also has an organic garden. It is not divided into plots, but rather grown in full by anyone who wants to participate. Food is harvested by anyone who needs it (usually the custodial staff in recent years). There is some work-study available, but it is mostly run by volunteers. It is a garden and not a farm, and because it's terraced, requires a lot of handwork. The college also has a multi stakeholder program known as BardEATS. Eating Awareness Transforms Society. The Bard EATS program spotlights issues asking where our food comes from, how the workers are treated, and where the animals live.

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

<http://www.bardfarm.org/>

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

Biodiesel Cooperative

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

<http://student.bard.edu/clubs/templates/template1.php?id=1283>

A brief description of the sustainable investment or finance initiatives:

Socially Responsible Investment Council (SRIC)

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

<http://student.bard.edu/clubs/sric/>

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have

students as the intended audience:

Bard hosts an all campus yearly conference known as the Princeton Wedge workshop. Biweekly Campus to Congress (C2C) calls are offered during the academic year through the Center for Environmental Policy (BardCEP).

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

<http://www.bard.edu/bos/events/>

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

multiple senior projects

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

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

The Bard Outdoors Club runs outings such as hiking, backpacking/camping in the Catskills and Adirondacks, rock climbing in the Gunks (best climbing in NE), skiing/riding, and canoeing.

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

<http://www.facebook.com/group.php?gid=123672707684398&v=info>

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

Citizen Science first year program

The website URL where information about the theme is available:

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

EcoReps

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

A brief description of sustainability-focused student employment opportunities:

The Office of Sustainability (BoS) hires students to perform over 70 weekly hours of labor on campus that incorporates sustainability principles.

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

<http://www.bard.edu/campus/departments/sustainability/people/students/>

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

last year's seniors took a pledge

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

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

Bard participates in Recyclemania and Campus Conservation Nationals

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

<http://www.bard.edu/campus/departments/sustainability/recycling/recycle/>

Outreach Materials and Publications

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

There is a link to a central sustainability website off the main Bard page. It includes information about the undergraduate Environmental & Urban Studies degree, Bard Office of Sustainability, Center for Civic Engagement, the MBA in Sustainability, and Bard Center for Environmental Policy, as well as information about local and regional sustainability efforts.

The website URL for the central sustainability website:

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

A brief description of the sustainability newsletter:

The Environmental and Urban Studies Program sends a weekly newsletter to students affiliated with the program and students and faculty outside of the program who have expressed interest in sustainability. The newsletter includes dates for seminars and volunteer and work opportunities that incorporate sustainability.

The website URL for the sustainability newsletter:

<http://eus.bard.edu/>

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

Facebook pages for the Bard Office of Sustainability, EcoReps, and BardEATS.

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

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

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

We use the STARS reporting tool to capture students who do sustainability research on campus under Academics (AC8).

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

<https://stars.aashe.org/tool/bard-college-ny/submission/2225/AC/curriculum/AC-8/>

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

We have Energy Star plaques on two of our Energy Star buildings: Robbins and the Alumni/ae House

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

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

The Office of Sustainability has published table toppers in dining halls to inform and educate students, faculty, and staff about the importance of local agriculture. BardEATS has permanent display kiosks and a bulletin board. There is signage about the composting program at the dish return area.

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

<http://www.dineoncampus.com/bard/show.cfm?cmd=sustainability>

STARS Reporting Tool | AASHE

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

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

A brief description of the sustainability walking map or tour:

We have a village to campus safe bike trail to encourage people to shop locally via bike. It includes local farm stands.

The website URL of the sustainability walking map or tour:

<http://www.bard.edu/bos/transportation/>

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

The BoS website and the main transportation website include information about the county LOOP bus, carsharing (zipcar), ridesharing (NY511) and other alternative methods of transportation.

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

<http://www.bard.edu/bos/transportation/>

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

Maps and resources are available on BoS site

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

<http://www.bard.edu/campus/departments/sustainability/transportation/bikes/>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Recyclemania

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

Bard participates in Recyclemania with an emphasis on our food scrap category.

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

Food waste per person is measured on a cumulative basis for every week of Recyclemania. Reductions in food waste between years demonstrates positive impacts of the program.

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

<http://www.bard.edu/campus/departments/sustainability/recycling/recycle/>

The name of the campaign (2nd campaign):

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

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

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

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

Employee Educators Program

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

960

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

EcoAmbassadors

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

960

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

It is a voluntary, opt in program. Special invitations are sent to fac/staff who regularly participate in the Recyclemania Caught Green Handed raffles and curtailment event raffles.

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

EcoAmbassadors learn the basics of materials management on campus through one on one training with the Office of Sustainability. They are invited to bimonthly webinars provided through the BardCEP C2C and Sustainability MBA program.

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

BoS includes funds for EcoAmbassadors in its regular budget

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

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Taun Toay

Associate Vice President

Vice President

Criteria

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

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

Staff Professional Development

Responsible Party

Taun Toay

Associate Vice President

Vice President

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
-

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

Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Responsible Party

Erin Cannan-Campolong
 Assoc. Dir. CCE
 CCE

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

- *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)
- *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change
- *Commitment:* Institution provides faculty/staff and financial or material support
- *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the [STARS Technical Manual](#).

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

Submission Note:

Red Hook Together website launching soon.

Added info on eWaste program and food sustainability - Jono

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

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

Yes

A brief description of the institution’s supportive sustainability partnership(s) with the local community:

Bard has partnered with the local Town to form Red Hook Together. Mission Statement: The mission of Red Hook together is to blend our cultural, agricultural, educational, business and tourism endeavors to create a sustainable community. Bard College, the Red Hook Chamber of Commerce, school district, and the towns and villages of Red Hook and Tivoli work together and share a vision that enhances the lives of those who live, work and study in Red Hook. Our goal is to strengthen the relationships among people involved in this community, striving to preserve our resources and continue to develop our businesses. The first project of the partnership is to support the 10% Challenge

Our first goal is to support the 10% Challenge - a sustainability effort targeting 10% energy reductions in the community and 10% leadership development in the population.

Bard has also developed a collaborative partnership with the Cary Institute of Ecosystem Studies. The Cary Institute is one of the world's premier research institutions focused on applying ecosystem analysis to policy challenges. Cary's scientists, combined with the strengths of the faculty at Bard, provide students with access to world-class scientific research opportunities, classroom education, and field experiences related to agricultural and ecosystem impacts of climate change.

<http://ecostudies.org/index.html>

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

Yes

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

The Bard Office of Sustainability, Bard Center for Civic Engagement and Town of Red Hook engage in an eWaste program. The large-scale collection of electronic waste from the local community occurs at least once a year, and is administrated by Bard College staff and members of Town Hall. This program allows an awareness of electronic waste and sustainable practices in recycling and getting rid of common electronics when it would not otherwise. The program itself is staffed by Bard College and local volunteers.

Additionally, Bard College works with the catering service Chartwells, the Bard Farm and local farms through a dedicated sustainable food coordinator at the dining hall. This full-time staff member, with the support of many Bard College students, works towards local and slow food initiatives, and have endeavored to make food consumption greener year-round, and beyond that encouraging awareness and support of local food.

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

No

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

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

The website URL where information about sustainability partnerships is available:

<http://redhookchallenge.org/>

Inter-Campus Collaboration

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

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

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

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

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

Yes

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

The Sustainability Manager does presentations as requested. For example, she prepared a presentation about Food Scrap collections at Special Events for a CURC webinar in 2012, and hosted a breakout session on how to maintain momentum on sustainability planning teams for the Environmental Consortium of the Hudson Valley in 2013.

BOS shares posters, videos, and other social marketing tools developed at Bard through the BOS web site. Posters developed for Recyclemania are shared through the

recyclemania.org

web site.

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

Red Hook Together

Environmental Consortium of the Hudson Valley

NY Coalition for Sustainability in Higher Education

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

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

Snapshot | Page 75

The NY Coalition for Sustainability in Higher Education has a charge, in part, to advise sustainability coordinators on “best practices” within the field; to be a conduit for information about policies, practices and ideas, primarily to make them more affordable, available, uniform, consistent, and utilized in order to support environmental needs in New York State; to become a voice on promoting the best interests of sustainability stakeholders with the NYS Legislation and the Federal Government; and to coordinate related activities with coalitions of similar purpose, on a local, regional and national level. This is currently carried out mainly through a listserv.

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

<http://www.nycshe.org/>

Continuing Education

Responsible Party

Taun Toay
Associate Vice President
Vice President

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

No

Number of continuing education courses offered that address sustainability:

Total number of continuing education courses offered:

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

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

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

Yes

A brief description of the certificate program:

Bard College's Change in Action program engages participants in a process that challenges them to develop consciousness of self, other, and the collective. Following the Social Change Model of Leadership, which is grounded in the development of specific skills, this program strives to empower participants to become effective change agents.

Year the certificate program was created:

2,010

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

<http://student.bard.edu/cia/>

Community Service

Responsible Party

Erin Cannan-Campolong

Assoc. Dir. CCE

CCE

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

840

Total number of students :

2,000

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

Yes

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

30,200

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

No

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

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

No

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

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

<http://www.bard.edu/civicengagement/>

Community Stakeholder Engagement

Responsible Party

Taun Toay

Associate Vice President

Vice President

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Responsible Party

Erin Cannan-Campolong
Assoc. Dir. CCE
CCE

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:

Bard's Center for Environmental Policy runs the C2C Fellows program, a sustainability leadership training network that works with young leaders interested in careers in green business or politics as a path to fighting climate change. Over the course of weekend-long trainings, C2C provides training in leadership skills necessary to succeed in careers in politics and business.

A brief description of other political positions the institution has taken during the previous three years:

In Nov. 2011, President Botstein signed on to a Clean Air Cool Planet effort to advocate for federal agency funding for climate change science, mitigation and adaptation

A brief description of political donations the institution made during the previous three years (if applicable):

The website URL where information about the institution's advocacy efforts is available:

Trademark Licensing

Responsible Party

Taun Toay
Associate Vice President
Vice President

Criteria

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

Submission Note:

The DSP is currently in a legal stalemate, which should be reflected in this credit.

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

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

Yes

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

No

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

No

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

Hospital Network

Criteria

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

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

Clean Air Cool Planet, web service

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

No

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

Scope 1 and Scope 2 GHG emissions::

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

Scope 1 GHG emissions from stationary combustion	3,815.80 <i>Metric Tons of CO2 Equivalent</i>	3,880.10 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	589.20 <i>Metric Tons of CO2 Equivalent</i>	458.80 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	4,528.30 <i>Metric Tons of CO2 Equivalent</i>	6,060 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	454 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

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

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

A brief description of the composting and carbon storage program:

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

REC credits were purchased to offset 2,000,000 kwh of electricity through Green-e

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,505	1,367
Number of residential employees	10	10
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,040	1,883
Full-time equivalent of employees	804	658
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 30, 2008

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

Gross floor area of building space, performance year:

1,186,445 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	84,482 <i>Square Feet</i>
Healthcare space	2,500 <i>Square Feet</i>

Other energy intensive space	<i>0 Square Feet</i>
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Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>1,866.70 Metric Tons of CO2 Equivalent</i>
Commuting	<i>1,345.50 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	<i>---</i>
Capital goods	<i>---</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>---</i>
Waste generated in operations	<i>62.17 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	<i>0 Metric Tons of CO2 Equivalent</i>

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

A copy of the most recent GHG emissions inventory:

[baseline and performance year GHGs Updated.xlsm](#)

The website URL where the GHG emissions inventory is posted:

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

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

Outdoor Air Quality

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

The air quality policy is designed to combat low level ozone in the hudson valley. The policy includes directives to not idel cars, strict lawnmower parameters, painting parameters, and thermostat recommendations.

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

No

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

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

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

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

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

<http://www.bard.edu/bos/energy/>

Buildings

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

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

Building Operations and Maintenance

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Responsible Party

Dan Smith

Energy Efficiency Coordinator
Office of Sustainability

Criteria

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

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

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

And/or

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

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

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

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

Responsible Party

Dan Smith

Energy Efficiency Coordinator
Office of Sustainability

Criteria

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

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

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

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

1,186,445 Square Feet

Gross floor area of building space:

1,186,445 Square Feet

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

Bard College's IAQ response program consists of several monitoring, reporting, and response levels.

Monitoring and auditing is performed by a combination:

- Building Automation Systems (BAS), which alert operations staff of deviations from IAQ setpoints (temperature, humidity, CO2, etc.)
- Walkthrough of buildings by campus security or cleaning staff, who alert operations staff of perceived IAQ problems
- Self-reporting by building occupants directly to operations staff or via Work Order System.

Beyond automated BAS alerts, the primary mechanism for occupants to report IAQ issues is through the campus-wide Work Order system, which any student, faculty, or staff can access to notify operations staff of thermal discomfort (i.e. too hot or cold), unusual smells/odors, or visual identification of a possible IAQ issue (i.e. mold, water leaks or pooling, dead animals, etc.).

Operations staff have professional training to respond to IAQ issues as required, whether the problem is local/acute (i.e. adjust temperature setpoint, remove/clean odor source, etc.) or to perform a deeper investigation of the issue (i.e. mold or asbestos testing and remediation, commissioning of HVAC systems, etc.).

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

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Corinna Borden

Sustainable Food Advocate
Chartwells

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

Submission Note:

Bard College is committed to satisfying and exceeding the 20% Real Food Challenge procurement challenge. During the growing season, our 1.25 acre Bard College Farm sends fresh, organically grown produce to the dining hall daily. The Bard College Farm is beginning its third growing season and is currently offsetting 10% of the vegetables served on campus during the harvest - that number will continue to increase as the farm matures. We are working within the NE infrastructure to increase our procurement of sustainable food.

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

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

16

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

[August:September 2013 Report_1.pdf](#)

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

Bard College has signed onto the Real Food Challenge and therefore this data is based on August and September 2013. While it is true that 10% of our vegetables are harvested from the Bard College Farm during that time and that helps increase our numbers of Real Food - we have started several relationships with local vegetable purveyors since then that should ensure the vegetable numbers are staying constant in the winter months. Since our percentages of Real Food A and Real Food B continue to tick upward - it is assured that this representative sample will continue to improve.

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

Yes

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

16

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

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

We have not broken out the small on-campus store inventory from the all you can eat Dining Hall facility. As such, the Real Food % applies equally to all locations across the board.

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

Bard College is working with several local vendors to procure Hudson Valley produce and proteins. We are committed to satisfying and exceeding the 20% Real Food Challenge procurement challenge. We are also aiming to increasing our local procurement to 20% beyond that Real Food Challenge goal.

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

We have Real Food Challenge calculator interns who enter all of the invoices into the Real Food online Calculator tool.

Total annual food and beverage expenditures:

2,650,000 US/Canadian \$

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

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

Has the institution achieved the following?:

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

Signatory of the Real Food Campus Commitment (U.S.)

Yes

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

Chartwells Dining has signed onto several sustainability campaigns. All accounts are required to serve fish that is Marine Stewardship certified, cage-free eggs, and tomatoes grown in accordance with the CIW code of conduct.

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

<http://www.dineoncampus.com/bard/show.cfm?cmd=sustainability>

Low Impact Dining

Responsible Party

Corinna Borden

Sustainable Food Advocate

Chartwells

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

Submission Note:

Bard College has signed onto the Real Food Challenge and therefore this data is based on August and September 2013. While it is true that 10% of our vegetables are harvested from the Bard College Farm during that time and that helps increase our numbers of Real Food - we have started several relationships with local vegetable purveyors since then that should ensure the vegetable numbers are staying constant in the winter months. Since our percentages of Real Food A and Real Food B continue to tick upward - it is assured that this representative sample will continue to improve.

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

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

75

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

Bard participates in the Real Food Challenge - that is our methodology. For the purposes of this assessment we are extrapolating out from our August and September 2013 data.

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

Yes

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

Yes

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

Yes

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

Bard College offers vegan dining options in all dining halls. We serve full vegetarian and vegan options every meal. For example, Vegan Thai curry with tofu, eggplants and red bell peppers and Swiss Chard and Garbanzo Stew.

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

We recently reduced the number of service stations - reducing our animal proteins from 2-3 a meal to 1-2 a meal.

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

<http://www.dineoncampus.com/bard/show.cfm?cmd=menus2>

Annual dining services expenditures on food:

2,650,000 US/Canadian \$

Annual dining services expenditures on conventionally produced animal products:

1,987,500 US/Canadian \$

Annual dining services expenditures on sustainably produced animal products:

662,500 US/Canadian \$

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Dan Smith
Energy Efficiency Coordinator
Office of Sustainability

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	121,702.75 <i>MMBtu</i>	119,906.40 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	68,097 <i>MMBtu</i>	66,492.19 <i>MMBtu</i>
District steam/hot water	7,488.46 <i>MMBtu</i>	13,534 <i>MMBtu</i>

Gross floor area of building space::

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

Gross floor area	1,186,445 <i>Gross Square Feet</i>	1,147,455 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	84,000 <i>Square Feet</i>
Healthcare space	2,500 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	5,867
Cooling degree days	1,022

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 30, 2008

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

The 2007/2008 Fiscal Year is the earliest year with the most complete and accurate data.

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

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

Bard uses LED lighting in a variety of applications, including interior lighting and street/path lighting.

- In a 2013 interior lighting upgrade that spanned 50+ buildings, more than 1200 fixtures were retrofitted to LED.
- Nearly all exit lights/signs have been converted to LED.
- As of 2013, of Bard's 262 "cobrahead"-style street lights, 30% are LED, with plans to retrofit all remaining cobraheads and another 400+ path and sidewalk fixtures.

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

Bard frequently uses occupancy sensors to control lighting across campus in applications such as bathrooms and seminar/conference rooms.

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

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

Roughly 39% of Bard's total conditioned square-footage utilizes ground-source heat pumps for space heating and cooling, and at times domestic hot water.

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

N/A

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

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

- Bard has electrical sub-metering for roughly 90% of its total building square-footage.
- Bard has Automated Logic and Honeywell building automation systems for DDC & DGC for a majority of its conditioned square-footage.

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

When appliances and equipment are replaced, Bard gives preference for Energy Star and other third-party-certified energy-efficient models.

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

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

Utilizing a Passive Infrared (PIR) Sensor, VendingMiser® powers down the vending machine when the area surrounding it is vacant, while maintaining the temperature of the vended product.

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

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

Responsible Party

Dan Smith

Energy Efficiency Coordinator
Office of Sustainability

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	0 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	6,819 <i>MMBtu</i>

Total energy consumption, performance year:

128,053.82 *MMBtu*

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

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

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

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

2,000,000 kwh offsets that are purchased from renewable choice energy

The website URL where information about the institution's renewable energy sources 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.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Amy Parrella
Horticulture Supervisor
Grounds

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

Submission Note:

See Landscape and Tree Care Manual (Plant Health Care and Integrated Pest Management, page 37)

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

	Area
Total campus area	<i>550 Acres</i>
Footprint of the institution's buildings	<i>27 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>323 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>25 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>25 Acres</i>
Managed organically, third party certified and/or protected	<i>150 Acres</i>

A copy of the IPM plan:

The IPM plan :

Use Plant Health Care (PHC) whenever possible. The objective of PHC is to maintain or improve the landscape’s appearance, vitality and—in the case of trees—safety, using the most cost-effective and environmental sensitive practices and treatments available use monitoring and preventive treatments.

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

XI. SUSTAINABLE LANDSCAPING PRINCIPLES

1. We are in a temperate region of the US with hot, humid, summers (greater than 68 F) and cold winters (less than 32 F) and all site planning and design should seek to control winter winds, and promote solar gain and storage. Structures should be sited on southerly slopes for solar gain in winter. Avoid northern entrances to buildings.

2. Plant deciduous trees for afternoon shade. Site structure on middle to upper slope for access to light winds, but protection from high winds.
3. Solar Power: Plant trees to the east and west of the building, rather than to the south to cool the building in the summer and warm the building in the winter.
4. Plant trees or shrubs to shade air conditioning compressor units – it can increase cooling efficiency as much as 10%.
5. Slowing the wind: For an average frame house, air infiltration from wind can cause about 1/3 of the winter heat loss. Heat loss can be significantly reduced by planting a windbreak in the direction from which prevailing winds blow. Plant evergreen trees close together to create a complete wall against the wind. Choose trees adapted to this region with branches close to the ground. Maximum protection from wind occurs when the windbreak is no more than the distance of one or two tree heights from the building.
6. Landforms, plants, and structures can be used to divert northerly winter winds while allowing cooling summer breezes. Windbreaks prevent or greatly reduce snow drifting around buildings, on walkways, and roadways. Windbreaks lower the costs of a home heating bill (up to 30%).(National Arbor Day Foundation – Conservation Trees).
7. Use of retention/detention ponds for storm water provides for evaporative/cooling of the site. Foundations for structures and pavement must drain well to prevent damage from frost/thaw action.
8. Riparian buffers slow water flow, reducing the likelihood of downstream flooding. They also filter and spread water, and help hold stream bank soil during flooding. Grasses, trees and shrubs in the strip catch and hold sediments and attached pollutants from adjacent fields before they can wash into the stream.
9. Riparian forests trap and retain significant amounts of nutrients in runoff from agricultural fields. More than 80 % of nitrogen and phosphorus can be kept from entering the stream.
10. Use native or regional plants whenever possible to reduce the need for irrigation, pesticides and fertilizers.
11. Naturalistic design should include plants that produce fruits, nuts or berries that are wildlife friendly.
12. Design should avoid products that require frequent replacement or regular maintenance (to reduce future waste).
13. Right place, right plant.
14. Plant for long term, by selecting healthy and long-lived plant varieties.
15. Strive for diversity and biomass by establishing and protecting areas of biological richness.
16. Use plants to capture airborne pollutants.
17. Design plantings and irrigation for efficient water use.
18. Design should lessen soil compaction while construction is on-going.

19. Use mulch to conserve water on garden beds and around trees.
20. Consider using storm water, grey water and /or condensate water for irrigation.
21. Irrigate early in the day.
22. Use of micro-irrigation is preferred whenever possible. Micro-irrigation (also known as drip, trickle, or dribble irrigation), rather than overhead sprinklers is a method of irrigation in which water is applied directly to the root zone of the plant in a small but frequent quantity in such a way as to maintain the most active part of the soil at an optimum moisture.
23. Refer to the latest version of the Sustainable Sites Initiative—Guidelines for Performance Benchmarks.
24. Strive for green infrastructure technologies (bioretention, bioswales, buffers, porous asphalt, porous Pavers, green roofs) whenever possible.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Three general categories of plants: Preferred, Acceptable, and Prohibited

- a. Preferred/Recommended plants are essentially the most suited to the actual site conditions. However, there are innumerable combination of factors affecting the selection of appropriate plants. Water conservation, low maintenance, and regionally native plants are preferable. Plants that are salt tolerant, deer resistant, and ice damage-resistant are also preferred where deemed necessary. US Arboretum Gold Metal trees, Perennial Plant Association's Perennial Plants of the Year and Philadelphia Horticultural Society's Gold Metal Winners that are suited for Bard's hardiness zone are also highly recommended. Good deer resistance and multiple season's of interest is also preferred. Preferred plants are also dictated by the predetermined Bard Arboretum collection's policy and campus mapped layout for collections. See Addendum.
- b. Acceptable plants are those that satisfy minimum performance standards for the site area and are easily maintained.
- c. Prohibited plants are those, which do not satisfy the minimum performance standards for the site area. In addition there are a number of invasive species that are not allowed in any landscaped or natural area. Where existing these plants shall be eradicated using the IPM best management practices strategy.

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

The college strategy for food composting is to create a usable product from food waste which would otherwise be thrown away and increase our solid waste removal fees. Compost is picked up at the food service loading dock every week day. It is then transported to our recycling facilities where it is spread out in thin layers on a concrete slab, bulking agent (wood chips) is added. This process is duplicated till all food waste is used up. The entire pile is then mixed and pushed in a pile where it is left to begin the composting process. This process is repeated each time the food waste is picked up. Each time the pile is pushed in the larger pile the entire pile is mixed and re stacked. This process is referred to as mixing and helps to increase the amount of oxygen is in the pile, the more oxygen the hotter you can get the compost which helps in the breaking down of the food waste.

The College also composts leaves that are collected from lawn and garden bed areas. These leaves are piled and turned and spread out back onto garden bed areas as leaf mold after 1 year of decomposing.

The College also turns felled trees, branches and debris into wood chips which are spread on wood chip paths. Additionally, it is made into double ground shredded mulch for garden beds and tree mulch rings.

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

Finished food compost is mixed into topsoil to create a richer product for planting. Also, once screened, it is used as a topdressing for lawn areas. All turf areas that are dug up are piled and allowed to break down, creating an organic soil that is reused in the plant nursery area and in campus plantings. Organic compost from a local source is used for container plantings and local manure is used on select plantings.

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

All landscape materials, such as stone, soil, plants trees, mulch, etc. are purchased within a 250 mile radius. Turf soil, felled trees, collected leaves and food compost are all reused in the landscape once broken down. Any historic landscape materials, such as stones or bricks are reused whenever possible. All boulders found in the College underground are reused as traffic control along the roadside.

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

All trees and new plantings are irrigated using water pumped directly out of our Sawkill Creek (untreated water).

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

Depending on the severity and the type of the winter precipitation plays a huge role in how we attack it. As a rule we do not pretreat before a storm, we do however treat shortly after the storm starts to get a brine going to lessen the possibility of the snow and or ice from sticking to the surface. If the weather event is primarily snow we do continue to remove snow as it accumulates and re apply sand and salt mixture as needed. If the precipitation is mostly freezing rain we continually apply sand and salt mixture. The sand and salt mixture we use is mixed at a ratio of 3 buckets of sand to one bucket of salt. The amount of salt added can be adjusted according to the type of weather. The salt product used is a basic deicing salt sold on state contract by New York State. We generally use in the neighborhood of 150 tons per season but this amount can fluctuate depending on the severity or the lack of.

There are several ways to attack a storm and one would be stay on as needed to keep the walkways and roads as open as possible. The other possibility would be to start at 4 am and have the campus roads and walkways open by 9 am. Again it depends on what type of storm we are having in order to come up with a working strategy.

Walkways are treated with environmentally friendly products such as Magnesium to limit the negative impact to vegetation and also concrete surfaces. In some areas the a salt and magnesium mixture is used, mostly on paved areas.

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

There are not any specifically "certified" areas on campus, however there are several prehistoric and historic archaeological sites which are considered "protected areas". There is also a wetland area (over 12 acres) that feeds into the SawKill Creek.

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

Yes

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

<http://inside.bard.edu/arboretum/publications/>

Responsible Party

Randy Clum

Asst. Director Buildings & Grounds
Buildings & Grounds

Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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

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

Yes

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

The 1,722-acre Tivoli Bays Wildlife Management Area, abutting campus to the north, is maintained by the NYS Department of Environmental Conservation. It is also a National Bird Conservation Area.

<http://www.dec.ny.gov/animals/36997.html>

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

Yes

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

Yes

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

Prior to new construction, and as part of the NY SEQRA process, third party biologists survey the impact area.

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

We have identified:

shag bark hickory - bat habitat

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

Bard College is the first officially deemed North American "Bird Friendly Campus". As a result the campus must provide the following:

Feeding stations

Nesting boxes

A commitment to abstain from chemical-based fertilizer, pesticides, and weed-control products

Removal of invasive plants and the reintroduction of native species

Assessing possible bird/glass conflicts

Bird monitoring

During the winter 2009-2010, Bard students distributed 250 pounds of seed and counted 24 species at three feeding stations. They also placed 11 nesting boxes around campus, which are now being used by busy bird couples. In the future we hope to build more feeding stations, place more bird boxes, band birds, and set up nest and feeding station cameras. We would also like to make connections with other institutions that are practicing similar programs.

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

<http://www.facebook.com/group.php?gid=312237959272&ref=ts>

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

Part 1

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

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

Part 2

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

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

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

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

Yes

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

[Green Purchasing Policy & Guide_v4_FINAL.docx](#)

The electronics purchasing policy, directive, or guidelines :

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

Most computer purchases are made through a single procurer and she ensures that the correct purchases are made. Some departments purchase desktop equipment on their own.

However, they are purchasing the same equipment, which is at the Gold standard.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Gold	183,920 US/Canadian \$

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

183,920 US/Canadian \$

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

<http://www.bard.edu/bos/purchasing/>

Cleaning Products Purchasing

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

Yes

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

[Green Purchasing Policy & Guide_v4_FINAL.docx](#)

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

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

We have two purchasing officers on staff who overview purchases and ensure that when the green option is feasible that those are the purchases taken by Bard College.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

102,420 *US/Canadian \$*

Total expenditures on cleaning and janitorial products:

118,000 *US/Canadian \$*

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

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

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

[contract with Aramar p5.pdf](#)

The sections of the cleaning contract(s) that reference certified green products:

The website URL where information about the institution's green cleaning initiatives is available:

Office Paper Purchasing

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

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

[Green Purchasing Policy & Guide_v4_FINAL.docx](#)

The paper purchasing policy, directive or guidelines:

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

Paper purchasing is centrally done through the Purchasing Department and Director of Purchasing Julie Myers. She sees that we buy as much 100% post consumer content paper as possible (with 30% post consumer content purchased for departments that claim they are having copy errors because of the 100% paper).

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

Yes

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

	Expenditure Per Level
10-29 percent	0 <i>US/Canadian \$</i>
30-49 percent	8,890 <i>US/Canadian \$</i>
50-69 percent	0 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	3,070 <i>US/Canadian \$</i>

Total expenditures on office paper :

19,280 *US/Canadian \$*

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

http://inside.bard.edu/berd/rrr_purchasing.shtml

Inclusive and Local Purchasing

Responsible Party

Dan Smith

Energy Efficiency Coordinator
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

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

Yes

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

[Green Purchasing Policy & Guide_Jan-2013.pdf](#)

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

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

No

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

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

Life Cycle Cost Analysis

Criteria

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

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

Guidelines for Business Partners

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

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

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

And/or

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

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

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

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

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

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

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

Some

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

None

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

[RealFood_CampusCommitment_0.pdf](#)

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

Compass Group (parent company of Chartwells, the College's dining services contractor):

<http://compass-usa.com/Pages/Sustainability.aspx>

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

BardEATS (Eating Awareness Transforms Society) meets biweekly to check on goals and progress of the Real Food Challenge and internal goals.

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

<http://inside.bard.edu/bandg/policies/>

Transportation

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

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

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

Responsible Party

Keith McHugh

Sustainability Coordinator (intern)
Bard College Environmental Resources Dpt.

Criteria

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

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

And/or

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

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

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

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

Total number of vehicles in the institution's fleet :

102

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	3
Diesel-electric, non-plug-in hybrid	1
Plug-in hybrid	0
100 percent electric	2
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

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

Student Commute Modal Split

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

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

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

Total percentage of students that use more sustainable commuting options:

93

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	7
Walk, bicycle, or use other non-motorized means	68
Vanpool or carpool	9
Take a campus shuttle or public transportation	16
Use a motorcycle, scooter or moped	---

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

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

Employee Commute Modal Split

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

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

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

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

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

25

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	75
Walk, bicycle, or use other non-motorized means	11
Vanpool or carpool	11
Take a campus shuttle or public transportation	3
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

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

A campus wide survey

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

http://inside.bard.edu/berd/transportation_policies.shtml

Support for Sustainable Transportation

Responsible Party

Jeff Smith

Dir. Transportation
B&G

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

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

Yes

A brief description of the facilities for bicycle commuters:

Stevenson Gym has bike racks at both entrances, and provides lockers and shower facilities. It is centrally located on campus.

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

Yes

A brief description of the bicycle parking and storage facilities:

Bike racks are at every residence hall. Students can lock their bicycles in their rooms when they will be gone for break.

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

No

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

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

Yes

A brief description of the bicycle sharing program:

Bard has a BikeShare program with 10 bicycles. Anyone with a Bard ID can borrow a bicycle for up to 48 hours. This service is available at Security in the Old Gym.

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

No

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

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

Yes

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

Bard operates a free shuttle that circulates on campus and to our two nearest villages. A Clean Cities DOE grant recently allowed the purchase of a hybrid diesel electric shuttle.

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

No

A brief description of the GRT program:

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

No

A brief description of the carpool/vanpool program:

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Bard has two zipcars, parked at Bertlesmann Campus Center.

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

Yes

A brief description of the electric vehicle recharging stations:

The electric charging station is at our Alumni/ae Center/ Two Boots restaurant on 9G

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

No

A brief description of the telecommuting program:

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

Yes

A brief description of the condensed work week program:

Employees can compress their work hours to fewer than 5 days / week.

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

No

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

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

Yes

A brief description of other sustainable transportation initiatives and programs:

We educate students on sustainable alternatives through the Transportation office website and the BoS website. Specifically, the Transportation website has....

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

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	131 Tons	167.10 Tons
Materials composted	214 Tons	250 Tons
Materials reused, donated or re-sold	3 Tons	1 Tons
Materials disposed in a solid waste landfill or incinerator	425 Tons	484.60 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	1,398	1,410
Number of residential employees	39	39
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,040	1,662
Full-time equivalent of employees	827.50	590
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 30, 2008

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

best (of oldest) year of record keeping.

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

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

Bard College is committed to environmental protection and will seek to the fullest extent possible to purchase environmentally friendly products. This reduces Bard's waste stream, lowers our energy use and enhances Bard's reputation. This policy extends to Bard contractors. The following qualities are preferred:

- EPA Energy Star™ labeled products, or equivalent
 - Durable, as opposed to single use or disposable items
 - Items made with recycled materials, maximizing 'post consumer' content
- [STARS Reporting Tool](#) | [AASHE](#)

Non toxic or minimally toxic, preferably biodegradable

Recyclable products, and if not recyclable, can be disposed of safely.

Shipped with minimal packaging (consistent with care of the product), and such packaging that is made of recycled or recyclable materials

Produced locally or within our region

Items designed for longer life or repair

Special Notes:

Bard is committed to buying 100% post consumer content recycled office paper for office use. Bard seeks to avoid or eliminate the purchase of incandescent light bulbs.

Procedures:

When sourcing items, the purchaser should request items with as many of the listed qualities as possible. Bard employees responsible for hiring contractors should communicate this policy. These purchases should be made whenever cost, specifications, standards and availability are comparable to the non-preferred products.

Examples of products that might be included in this policy are office supplies, paper products, building materials, lubricants, remanufactured parts, landscape products.

Recycled paper is encouraged when placing orders for brochures, catalogues, books, letterheads, business cards, etc.

Use reusable products if possible. Examples are ceramic coffee mugs, glass drinking cups, metal silverware, rechargeable batteries, and campus mail envelopes.

When preferred products are distributed, special educational efforts should be made to let end users know that they have received a preferred product.

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

Bard has a FreeUse store which is open 9am-9pm during the regular academic year. Re-usable materials go through the blue bins located at every recycling & re-use station around campus (150+ locations) and are brought to FreeUse where the work study student staff sorts them for redistribution on campus. All items are free and available to Bard community members.

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

The major EUS puts its course offerings and requirements and internships and clubs etc. online and tries to avoid printing these things. Admission, PR, and Web Services have been making an effort to make more documents available on Bard's websites. The best examples of this are on the Admission website. e.g.

<http://www.bard.edu/admission/accepted/forms/>

<http://www.bard.edu/admission/applying/forms/>

In an effort to reduce the carbon footprint, we have encouraged faculty to scan items, rather than post items. The avenue to increase this is through our Moodle or Reserves systems.

The Transportation Department now lists all schedules on our website blogs.bard.edu/transportion. In addition we have a Bard Transport app created by a Bard student that provides schedules on smart phones. These two informational sources have replaced hard copy schedules, currently we only post laminated hard copy at the Shuttle stops.

There will not be any more printed directories starting 7/1/2011. We did not print course catalogs in Spring 2011 except as requested.

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

Students have a paper budget and must pay for printing after a designated number of copies are exceeded.

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

We concentrate on salvaging re-usable items for our FreeUse store. We carry this out by designating FreeUse drop locations at 12 locations around the residential areas, starting 3 days before MoveOut. On MoveOut Day we have a team of students who collect the items, sort them and put them in storage for next year's Move In. We also work with the local Community Action Agency to salvage unopened, non perishable foods from kitchens. Lastly, we hire a team of Compost Commandos to go to kitchens and compost items that have been left behind.

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

The Bard Bartering FB system and online garage sale site allows people to re-use.

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

EcoReps and BardEATs members perform mini waste audits of residential areas and the dining hall.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

Our food service provider, Chartwells, uses TrimTrax to accomplish this goal.

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

Through our annual participation in Recyclemania, we track post consumer food waste daily for an eight week period.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Chartwells is trayfree and uses reduced diameter plates. They highlight their use of local foods to encourage people to value them, not scrap them.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Students can request a durable plate at our Down the Road to go eatery.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

In existence at DTR Cafe and Manor Cafe: Buy 9 beverages with reusable mug get the 10th beverage free

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

Take Back Kline is an effort to reclaim durable dishes that leave the dining hall. Several times during the year, an effort to reward returned dishes is undertaken by BardEATs members. Raffle tickets are awarded based on the number of dishes returned, with Bard Bucks as the prize.

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

<http://www.dineoncampus.com/bard/show.cfm?cmd=sustainability>

Waste Diversion

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

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

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

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

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

Materials diverted from the solid waste landfill or incinerator:

241 Tons

Materials disposed in a solid waste landfill or incinerator :

424 Tons

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

Bard has a robust composting program designed to capture all pre-consumer food scraps at the college's 3 dining locations. A post consumer collection program is in place at the main eatery and seasonally in place at the 2 minor dining facilities. A collection program is also in place for all residence halls.

The college also has a FreeUse store which collects re-usable materials from on campus sources - including materials from offices and residence halls. Most of the items are captured during MoveOut, but blue re-use bins are in place at all campus recycling stations - over 150 locations around campus. Blue bagged items are taken to the FreeUse building during the academic year 24x7.

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

There are several times throughout the academic year where large food donations are made to local food shelters. In addition we do a promotion that is focused on waste reduction which is measured. Any waste reduction is rewarded by making food donations to local food shelters and charities. This program is called project clean plate. In addition, each spring, our staff participates in the Eat Right Live Right Challenge which promotes healthy eating and exercise. For 8 weeks collective weight loss and activity hours are monitored. For each pound lost a donation of \$5 in food is made and \$3 for each activity hour logged. Last year, this equated to over \$1000 in food donations to local food pantries.

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

Chartwells employees collect food production scraps (pre consumption), weigh them with a TrimTax program, and place them in wheeled toters. A B&G employee takes the containers from the eating facilities at Kline, Manor House and Campus Center to the compost pile at the Recycle Yard.

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

Students empty food scraps into a designated container at the main eatery's dish return area. Chartwells employees wheel the food scraps to the loading dock. A B&G employee picks up the contents of the containers from the eating facilities at Kline, Manor House and Campus Center and brings them to the compost pile at the Recycle Yard. There is a residence hall collection program - kitchens have green collection buckets that are brought curbside, as needed, and brought to our Recycle Yard.

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

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes

Laboratory equipment	---
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	No

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

Cell phones, plastic bag recycling

Construction and Demolition Waste Diversion

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

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

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

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

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

17 Tons

Construction and demolition materials landfilled or incinerated :

206 Tons

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

Metal objects are removed from C&D and recycled through Millens (15 tons). Wooden pallets are removed from C&D and re-used under the Commencement tent (2 tons)

Hazardous Waste Management

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Departments such as the Art Department and the Science Department are charged for disposal of their hazardous and non-regulated wastes and have worked to reduce the amounts generated.

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

We are a Small Quantity Generator (SQG) and dispose of our hazardous waste two times each year through a manifested process. Our hazardous waste program also handles non-regulated chemical waste.

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

We have not had reportable releases of hazardous materials.

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

The science departments have implemented sharing chemicals between departments. The chemical inventory database is accessible by biology, chemistry and soon physics. They do this for some chemicals to keep inventory down and to use up older chemicals.

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

Yes

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

Yes

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

By default, electronic materials go to our Universal Waste Collection area for sorting and proper recycling, overseen by the Sustainability office and staffed by the Environmental Resources Department.

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

Our electronics recycling company must be RIOS and e-steward certified. The company handles all our light bulbs, computers, TVs, misc. 'plug ins' and batteries. Our policy is that no mercury containing light bulbs may be thrown in the trash, nor computers and peripherals, including TVs.

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

<http://www.bard.edu/bos/recycling/hazmats/>

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	42,654,450 Gallons	65,759,823 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	42,654,450 Gallons	65,759,823 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	1,428	1,410
Number of residential employees	39	39
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,040	1,662
Full-time equivalent of employees	725	590
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,086,727 <i>Square Feet</i>	1,079,765 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	22,871,273 <i>Acres</i>	22,803,110 <i>Acres</i>

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

	Start Date	End Date
Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2009	Dec. 31, 2009

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

Has the most complete & accurate water consumption records and student/staff population records.

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

We use water directly from the Sawkill River to irrigate plantings that supplements hoses - 80% of how we irrigate.

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

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

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

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Bard prioritizes using drought tolerant plants whenever possible.

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

We adjust watering practices based on rainfall

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

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

Responsible Party

Randy Clum

Asst. Director Buildings & Grounds
Buildings & Grounds

Criteria

Part 1

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

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

Part 2

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

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

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

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

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

Yes

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

For New Development Projects: Morris and Associates have been our Civil Engineers for years. Any project that we develop is passed through their offices and reviewed by them. They develop the stormwater runoff plan according to federal and state regulations. The plan is then reviewed through the local governments to make sure that all the criteria has been met, before any permits are issued. The practice is constantly evolving, taking lessons learned and best available practices to ensure that with each new construction rainwater

management practices that are implemented are as robust as possible.

For Ongoing Campus Operations: the college has three strategies it employs for on going operations. At the direction of the Assistant Director of Grounds, Randy Clum (who has taken a Certified Professional course in Erosion and Sediment Control), utilizes porous paving of vegetated and stone swales.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Storm water practices have improved over the years. We have implemented them on all new projects such as Fisher Center, NV Complex, RKC, Blum Avery and Bito. Typically when we do improvements around campus, we try to improve on the old way of doing things and make simple changes to manage storm water. The improvements include, control overflow and trying reduce it by directing it through a coarse aggregate which also filters out fines, along with controlling the amount and force in which storm water is released back in the environment which prevents erosion.

Examples of this are:

*Bioswale at Bito along with retention pond.

*Pervious pavers Main Campus, 911 access road behind the New Alumni Dorms and Stevenson Gym.

*Performing Arts Center Retention ponds.

*Storm water dams to slow down run off and capture some of the fines before entering the structure and exiting the structure the same idea before it enters the retention pond or in many instances drainage ditch. Used in several location around campus.

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

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

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

Bertlesmann Campus Center has a roof garden

A brief description of any porous (i.e. permeable) paving employed by the institution:

The campus has stone dust walks on the path between Bard Hall and Annadale House and the North side of Blithewood/Levy. We also have gravel pavers in front of Stevenson Library. Plastic cups under the paths are filled with stone dust that allow grass to grow. Lastly we use cement pavers alongside walkways. These are found in four locations on campus: the Handicap path on the West side of Campus Center, the Ravine pathway, CCS west pathway off the patio, and the Stevenson Gym access road (to the generator).

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Retention ponds are generally added as part of all construction projects, including most recently the RKC Science Building.

A brief description of any bioswales on campus (vegetated, compost or stone):

The college has a compost pile on a concrete pad and uses a vegetated swale, consisting of forsythia, to reduce runoff.

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

When we do bulldozer grading we grade perpendicular to slope.

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

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Taun Toay

Associate Vice President

Vice President

Criteria

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

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

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

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

Yes

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

The Sustainability Council at Bard was instrumental in the initial roll out of STARS, establishing Bard as a Green Powered School (an EPA designation) through RECs purchases, guidance and review on a 300kWh PV array, waterless urinal implementation, lighting upgrades for load reduction, localizing dining hall supply, a Bard Farm and a host of educational programming and outreach.

Does the institution have at least one sustainability committee?:

Yes

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

The mission of the Bard Sustainability Council is to assist the college in serving as a model of sustainability in higher education, in our curriculum, in our operations, and in planning for our future.

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

Laurie Husted, Chair Council, Sustainability Manager, Office of Sustainability;
Nathan Shockey: Chair Academics, Assistant Professor of Japanese
Dan Smith, Chair: Operations, Energy Efficiency Coordinator;
Taun Toay: Chair: Planning & Administration, Associate Vice President;
Jim Brudvig: Vice President for Administration;
Coleen Murphy-Alexander: Assoc VP for Administration & Campus Operations
Michele Dominy: Vice President and Dean of the College;
Deanna Chochran: Special Projects Manager, Office of the VP for Administration
Reuben Goldstein, BardCEP graduate student representative
Tom O'Dowd; Administrator for EUS;
Gretchen Perry: Dean of Campus Life;
Eban Goodstein, Director, Center for Environmental Policy
Robyn Smyth, Faculty, Bard CEP
Ian Thaire: undergraduate student representative

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

<http://www.bard.edu/about/sustainability/>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

Bard Office of Sustainability (BOS) has replaced the Bard Environmental Resources Department (BERD). The mission of BOS is to enhance the sustainability of the College in its operations, academics, and outreach, while making Bard carbon neutral by 2035. We seek to enhance our environmental, social, and economic capital while operating within the limits of the ecosystem. Our primary work areas involve efficient transportation, flow of goods, and energy use. We foster dialogue among community members, assess new technology and industry best practices, coordinate projects, develop policy, and market programs. We believe all community members have a part in furthering sustainability.

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

1.75

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

<http://www.bard.edu/bos/about/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Laurie Husted

A brief description of each sustainability officer position:

The Sustainability Manger is charged with making progress toward achieving President Bostein's American College & University Presidents' Climate Commitment (ACUPCC) pledge for climate neutrality as well as improving the sustainability of the institution as measured by the STARS reporting system.

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

<http://www.bard.edu/bos/>

Sustainability Planning

Responsible Party

Taun Toay
Associate Vice President
Vice President

Criteria

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

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

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

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

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

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

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

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

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

Courses with sustainability focus or component have been inventoried and future offerings will receive a special designation in the course book. The Environmental and Urban Studies program has been formalized and workshops are offered on integrating sustainability into the curriculum. Broader outreach is planned to raise awareness on available resources to faculty in planning courses and bridging disciplines.

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

Our aim is to raise annually the number of courses offered with a sustainability component.

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

Faculty Senate and Dean's Office.

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

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

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

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

Campus engagement is far reaching at Bard and takes a form for sustainability largely through the Center for Civic Engagement, which directs much of the volunteer efforts and community outreach. We also have program devoted to raising sustainable practices on campus: EcoReps, Diversity networks.

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

Percentage of students participating in civic/eco engagement and hours devoted annually are both targeted to increase year-on-year.

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

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

Public engagement is subsumed in the activities of the Center for Civic Engagement. In addition, we continue to do behavior outreach for energy and waste reduction, as well as community outreach. The college has a yearly commitment to participation in Recyclemania and has participated in Campus Conservation Nationals for 3 of the last 5 years.

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

Participation in mandatory and voluntary load reduction and percentage and hours of volunteers.

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

Center for Civic Engagement; Bard Office of Sustainability.

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

Carbon emission and reduction reporting. Air quality assessments.

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

Reducing emission over previous year; offset options on air travel; and REC purchase greater than 10 percent of our overall load.

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

Bard Office of Sustainability

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

We have committed to LEED silver or equivalent on all new construction. There is also a plan to reduce loads and improve envelopes on existing buildings.

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

Envelope improvements on 20% of buildings annually. Load reduction normalized for weather.

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

Buildings and Grounds; BoS.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

We have committed to the Real Food Challenge and set internal Bard goals for increased local sourcing of dining products.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

60% of all food coming locally by 2017. Annual targets to meet the 2017 date.

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

Chartwells

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

We have installed PV capacity in excess of 300kWh annually and are (or have) impelled solar thermal, geothermal, and offset 10% of our annual load in RECs.

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

Electric production and reduction.

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

B&G; BoS

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

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

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

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

We buy only Energy Star equipment and have post consumer recycled paper. We are not a large merchandising college, so there are few concerns on college insignia items.

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

For the reporting period, we are already at 100% on Energy Star purchasing

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

Purchasing.

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

We have a number of green (electric and hybrids) in our fleet and run a campus shuttle that is hybrid. There is also talk about conversion to biodiesel for certain vehicles/equipment.

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

Fuel consumption as a percentage of mileage, but there are not further stated reductions planned from status quo.

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

Transportation

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

We have single stream recycling, tray less dining, and a large composting program.

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

Pounds of compost annually.

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

BoS

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

We have an advanced water treatment plan that harvests water from a local creek. We have also converted the entire campus to waterless urinals and use inline filtration.

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

Gallons purchased from the Town of Red Hook (the local municipal supply) and gallons processed. Backwashing the filters is also tracked, all with aims of reduction.

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

B&G: Water Treatment Plant.

A brief description of the plan(s) to advance Diversity and Affordability:

We have a number of Diversity and Affordability programs: BEOP; HEOP; SPARK; and Posse.

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

Number of students served; retention; packaging; GPAs.

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

BEOP and HEOP are under David Shein; SPARK and Posse are under the Admissions Office.

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

As part of a new Wellness Initiative, we have launched healthy living seminars for students, faculty and staff. There are a range of programming from stress reduction, to healthy eating habit to body image.

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

Percentage of staff and faculty who partake in wellness programs.

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

Deanna Cochran - Office of the VP for Administration

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

Bard has an active Socially Responsible Investment Committee that votes proxies and engages companies. This committee also established an alternative endowment fund that is screened for negative investments.

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

Percentage of investments in socially responsible companies; proxy actions; shareholder engagement.

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

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

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

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

The institution's definition of sustainability:

The study of sustainability is inherently interdisciplinary, involving underlying scientific processes, ethical and aesthetic questions, and social relationships. At the same time, for the college to become a model of sustainability students, faculty, and staff must engage with both the campus and community as laboratories, seeking ways to reduce our ecological footprint while enhancing our economic stability and social well-being.

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

Yes

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

As one of the main pillars in Bard College's Strategic Plan, the documents includes the following points in addition to curricular and infrastructure aims:

Sustainability

Bard College seeks to serve as a model of sustainability in higher education, in our curriculum, in our operations, and in planning for our future. The first step was taken when the campus in Annandale was protected as an Arboretum.

Bard's sustainability initiatives over the next five years include the following:

- i. The re-envisioning and re-launching of the undergraduate Environmental and Urban Studies Program, with its innovative focus on both the built and natural environments.
- ii. The development of the new MS degree in Climate Science and Policy, in partnership with the Cary Institute of Ecosystems in Millbrook, New York, the first initiative of its kind in the country.
- iii. The partnership of the Bard Center for Environment Policy (BCEP) and the Levy Economics Institute in the creation of a new MBA degree with a focus in sustainability, planned to begin in fall 2012.
- iv. The continuation of BardCEP's national public programs on climate policy: The National Climate Seminar and the C2C program.
- v. The creation of a campus-wide Sustainability Council.
- vi. Participation as a charter member in STARS, the national Sustainability Tracking, Assessment and Rating System.

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

<http://www.bard.edu/bos/about/>

Responsible Party

Taun Toay
Associate Vice President
Vice President

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

All students are members of the Bard College Student Association, a democratic forum with three main functions: to raise issues and take action on those issues or recommend action by the College, to provide student representation on administrative and faculty committees in matters of concern to the College community, and to administer allocated funds for student-run organizations.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

Two students, elected by their peers, attend the Board of Trustee meetings.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	---

Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	---
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

*The Student Life Committee takes on various projects and initiatives to improve student life at Bard College based on the desires of the student body. A recent example was the push for an additional student-run space that is serving as a coffee house and 24 hour study space.

*Within the student government constitution, there is a mandate to cultivate the community for present and for future students. Student government works closely with dedicated administrators and buildings and grounds. They play a formal role in the development of new physical resources through input into the planning efforts.

*The Fiscal Committee allocates funds available to the Student Body amongst the student organizations that request such funds. These funds shall be distributed according to the level of interest for, the nature of past expenditures and revenues of, and the positive impact on the Bard community generated by the activities and projects of each organization. Such financial influence does not, however, extend to staffing and overall budgeting at the College.

*The speaker of the student body coordinates the meetings and activities of the central assembly of student government. Also, the secretary of the press informs the student body of bard student government happenings through online communiques. The central assembly meets weekly to prioritize programs and projects for all branches of student government.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

No

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

There is a faculty representative, elected by colleagues, at all Board of Trustee meetings. In addition, the Executive Committee of the faculty union is often in consultation and dialogue with senior management.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

There is a faculty representative, elected by colleagues, at all Board of Trustee meetings. Elections follow the terms of the AAUP contract.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

From space allocation to departmental budgets, we have processes for input and collaboration with faculty. Some of this is delegated through committee, other issues take a more ad hoc form, but with widespread community buy-in.

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Annie Seaton

Director of Media and Difference / Director of Multicultural Affairs
DOC

Criteria

Part 1

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

Part 2

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

- Students
 - Staff
 - Faculty
 - Administrators
-

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

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

Yes

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

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

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

The Difference and Media Project is an interdisciplinary, extra-departmental space for students, faculty, staff, and visitors. Inspired by the interdisciplinary, problem-focused nature of the MIT Media Lab, which MIT describes as an “atelier” environment, the Difference and Media Project creates a multi-media laboratory space for “difference.” Difference, broadly speaking, includes race, sexuality, religion, national origin, class, or other ability, but is not restricted to those categories. Difference, of course, is not necessarily an idea that can be captured within these categories, which can only be preliminary and provisional. Media includes written texts, live performance, plays, digital artworks, conversation, art installations, or site-specific interactions with the landscape. The laboratory format allows for rigorous play, spontaneous interactions, and creative analysis.

The Project features collaborative learning, tutorials, workshops, seminars, and conferences. Bard College community members are welcomed into the space to develop projects. It is designed to be a welcoming and open space. While this space will be intended primarily as a space for and about “difference,” a non-exclusionary word that implies a certain relationship to the dominant culture (but with obvious room for fluidity), the intent is inclusive. A focus on difference is balanced with a strategic investment in inter-connectedness, both in terms of building relationships to the world outside Bard—which can produce connections to graduate schools, jobs, and internships—and also within Bard.

In the Spring of 2011, the Difference and Media Project collected information about the diversity of Bard College, including the ratios of students of color, their grades, their advisors, their majors, and their class standings. We use this information as a grounding and weathervane to help us chart the direction of our organization and its effectiveness.

We are currently engaged in a multimedia/web project intended to raise questions about diversity at Bard among the student population, and bring forward hidden and nascent aspects of our reliance on social media and the invisibility of identity online.

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

1.50

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

<http://dmp.bard.edu/>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Workshops and lectures on diversity and cultural competence, broadly defined, have included interactive panels on "Race and the Pastoral" which used student and alumni experiences to help contextualize what it means to be a person of color in a rural liberal arts

college originally founded for the "sons of the manor estates." 60-70 lectures a year focus on Native American, African-American, LGBTQ and other populations, often with student input and participation. Difference and Media Project student fellows curated, jsut this year, a series on Native American culture, including Project 562, a lecture/photography exhibit which seeks to record every known Native American tribal language, Africa Week, with events, talks, and lectures focusing on Africa, and events on Trayvon Martin and blackness at Bard, Queer Life at Bard, and many other related events.

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

<http://dmp.bard.edu/>

Assessing Diversity and Equity

Responsible Party

Annie Seaton

Director of Media and Difference / Director of Multicultural Affairs
DOC

Criteria

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

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

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

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

Yes

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

In the last academic year (2009-2010), the Bard College Diversity Committee conducted an evaluation of campus-wide diversity culture by measuring the numbers of students from various ethnic backgrounds in specific concentrations and departments, and attrition rates and progress towards the degree. In 2011, Annie Seaton, Director of Multicultural Affairs, also conducted an assessment of the academic progress of all students of color at Bard in order to assess the probable success and need for a merit-based diversity-focused scholarship fund. While the Diversity Committee report has not been posted on the Bard College website, due to the very small size of the campus population of color and the probable ability of students to identify the students in question, it was circulated to the entire faculty and staff.

Has the institution assessed student diversity and educational equity?:

Yes

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

Yes, I have personally examined the BIP/grade reports of each self-reported student of color at Bard, and graphed their progress in order to look at which departments, concentrations and majors had the highest enrollments of under-represented students, as well as which students were the most academically successful. I also did student interviews and profiles, which were used to assess the need for additional merit and diversity-based student scholarship support.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

In my role as the Chief Diversity Officer of Bard College, I have held formal and informal meetings and conversations with the Faculty Diversity Committee, the Vice President for Academic Administration, and the Head of Human Resources to discuss ways of improving faculty and staff diversity. Many conversations over the last two years, 2013-14, have focused on how to recruit and retain faculty and staff of color. Discussions within the office of the Dean of the College have focused on supporting tenure-stream faculty of color in order to better retain them. We have also read and discussed Educational Policy research on the recruitment and retention of faculty of color.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

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

The College has assessed diversity and equity with regard to public engagement by, among other things, strongly supporting programs such as the BHSECs, Bard's High School Early College programs, which engage lower-income and under-represented youth in urban settings, as well as the Bard Prison Initiative. Institutionally, Bard's upper administrative staff has two women at the Vice-President level, including the Dean of the College and the Vice President for Student Affairs and Admissions, and there are numerous women and people of color serving as program and divisional chairs. The College constantly seeks to further its public engagement with diversity and equity, and does so in a way that is often reported in the New York Times and other national media. President Obama has cited the BHSEC's, and the Bard Prison Initiative has been noted by the Governor of New York. Bard is a leader in public engagement with equity and diversity among small liberal arts college. Much of this work also takes place via the Center for Civic Engagement.

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

<http://www.bard.edu/civicengagement/>

Support for Underrepresented Groups

Responsible Party

Taun Toay
Associate Vice President
Vice President

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

- <http://inside.bard.edu/academicresources/>
- <http://inside.bard.edu/beop/>
- <http://student.bard.edu/clubs/>
- <http://inside.bard.edu/cfcd/>

Discrimination Response Policy in Student Handbook

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

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

Yes

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

• Academic Support Programs

o Bard Academic Resource Center:

The Bard Academic Resources Center provides tutoring and other forms of academic assistance to all Bard students in all subject areas taught at the college. In addition to offering academic skills workshops, we have provided assistance to hundreds of students in more than forty subjects, including writing, moderation papers, senior projects and Masters theses; calculus, pre-calculus, chemistry, economics, biology, physics, Q-exam preparation; anthropology, art history, psychology, sociology, philosophy; First Year Seminar; languages; computer science; political studies and literature.

Academic support is provided to all Bard students in the Academic Resources Center. The faculty and staff associated with the Center provide assistance to students who need help with writing and mathematics; students who possess basic academic skills, but experience difficulties with the demands of college level work, including such issues as time management, study skills, and the writing of research papers; and students who need subject-specific tutoring in any of the many disciplines offered at Bard.

Additional support can be found in a variety of modalities, including professional tutorials and credit-bearing courses in writing; regular seminars and workshops (particularly on grammar, time management, academic paper writing, and research papers), workshops especially targeted for students working on moderation papers and senior projects; and peer tutoring in writing, mathematics, and specific subjects taught at the College. Peer tutors are students who have been recommended by faculty and trained in the principles of tutoring pedagogy by the Director of College Writing or the Director of Quantitative Support.

o Bard Educational Opportunity Programs:

The program allows Bard to accept a limited number of first-year students from historically economically disadvantaged groups. One objective of the program is to assist students who, by reason of inadequate early educational preparation, do not compete with the average Bard applicant in high school grades, class rank, and College Board scores, but who do possess the ability and motivation for successful study at Bard.

Opportunity Program scholars do well academically at Bard because of the outstanding academic, financial, and social support services provided through the Opportunity Programs Office and the College. The school's philosophy is geared toward retaining and graduating students, not simply admitting them.

Peer Mentor program. Ten students from the BEOP scholarship program are trained to support their peers with academic, social and personal issues. The peer mentors hold office hours and plan events held in the office to connect with BEOP scholars and support them during their transition to and time in college.

• Affinity Clubs

Clubs at Bard College are student run and student initiated. The following are a list of the currently existing clubs that provide support for under represented groups:

- o Anti-Racist Discourse
- o Asian Student Organization
- o Black Student Organization
- o Caribbean Student Organization
- o Gender Queer Discussion Group
- o Hindu Student Organization
- o Jewish Student Organization
- o Latin American Student Organization
- o Multiracial Student Colloquium
- o Muslim Student Organization
- o Queer Straight Alliance

- o Racial Identity Politics Initiative
- o Trans-Action Initiative
- o West Indian Club

For descriptions of these clubs and their particular mission statements please see:

<http://student.bard.edu/clubs/>

The following programs are offered under the umbrella of the Student Affairs Office; Kosher/Halal Neighborhood, Social Justice Neighborhood, TransAction, Muslim Student Organization, Black Student Organization, Hindu Student Organization, Latin American Student Organization, ISO, ASO, Queer Student Alliance, Anti-Racist Discourse, Active Minds (Mental Health), Bard International Solidarity Movement, Bard Palestinian Connection, Bard Spoken Word (Urban Poetry), Bollywood Dance Organization, China Experience Club, Christian Student Fellowship, Jewish Student Organization, Identity Politics Organization, Students for a Free Tibet, Students for Just Peace in Israel and Palestine, Students for Women's Education, Awareness and Rights; International Student Services, Chaplaincy

Academic supports includes: Institute for Media and Difference; Bard Educational Opportunity & Higher Educational Opportunities Office; POSSE

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

<http://inside.bard.edu/beop/>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

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

excerpt from Policy:

The Bard Community Response Team (BCRT):

The Bard Community Response Team is a group of faculty, administrators, and students who work to assess, communicate and create a comprehensive institutional response to incidents involving Hate Crimes, Bias Incidents, and Chilly Climate Behaviors.

Bard Community Response Team is responsible for:

- Supporting affected person(s) through appropriate referrals
- Determining an appropriate plan of action to the incident, in consultation with the affected person(s) and necessary college officials and/or departments
- Communicating accurate information to the affected person(s), and the larger campus community, as appropriate
- Coordination of a community response of various levels based on the nature of the incident, in consultation with the affected person(s) and necessary college officials and/or departments

An initial response to a reported incident will occur within 24 hours of a report being received. A core group of The Bard Community Response Team will then convene as soon as possible to discuss the incident and determine appropriate action. This group will identify additional offices or members of the campus community who should assist with the response.

In addition to addressing particular incidents, core members of the BCRT will meet on a monthly basis to review campus incidents and/or identify proactive measures for educational programming on issues of bias, hate crimes, hate groups, discrimination, and chilly climate behaviors.

The Bard Community Response Team may include any number of representatives from the following offices/departments, as well as other members of the Bard community depending on the reported incident:

- Athletics
- Bard Educational Opportunity Program
- Center for Student Life & Advising
- Chaplaincy
- Dean of Student Affairs
- Dean of the College
- Difference and Media Project
- Faculty Diversity Committee
- Health and Counseling Services
- Human Resources
- International Student Advisor
- Peer Counselor Staff
- Residence Life and Housing
- Safety and Security
- Student Activities
- Student Government
- Title IX
- Vice President for Administration

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Responsible Party

Taun Toay

Associate Vice President

Vice President

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Affordability and Access

Responsible Party

Taun Toay
Associate Vice President
Vice President

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

"---" indicates that no data was submitted for this field

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Bard College is committed to insuring that every student accepted to the college is provided with access regardless of their income. The college offers substantial financial aid packages to low-income students through the following programs and policies:

Federal/State Programs:

- Federal Direct Student Loan

The Direct Loan Program offers low-interest loans for students to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education rather than a bank or other financial institution. Students can qualify for a subsidized Federal Direct Loan based on financial need. Students can qualify for an unsubsidized Federal Direct Loan regardless of need. Unsubsidized means that the student (rather than the federal government, as in the case of the subsidized loan) is responsible for paying the interest while the student is in school. As of the 2010-2011 academic year, a student may borrow up to \$3500 as a first year student, \$4500 as a second year student, and \$5500 as a third and fourth year student. An additional \$2000 in unsubsidized loan funds may be processed upon request.

An independent undergraduate student (or dependent students whose parents are denied a Parent PLUS Loan) can borrow a supplemental amount as an unsubsidized loan in addition to the amount of his or her basic Federal Direct Loan as described above. First- and second-year independent undergraduates may borrow up to an additional \$4,000 per year. After two years of study an independent student may borrow up to an additional \$5,000 per year.

Federal Parent Loan for Undergraduate Students (PLUS)

A Federal Direct PLUS Loan is a low-interest loan available to parents of dependent students. The lender is the U.S. Department of Education rather than a bank or other financial institution. PLUS loans enable parents with good credit histories to borrow up to the cost of education minus any financial aid per year for each child who is enrolled at least half-time and is a dependent student.

Federal Perkins Loan

The Federal Perkins Loan Program is funded by the federal government and Bard College and is administered by Bard College. Recipients are identified as those with exceptional financial need. Because there is limited funding in this program, this loan is the last component in the student's financial aid package. Further, since a first-year student has a much lower maximum eligibility for a Stafford Loan than do students who have completed their first year, the majority of these loan funds are awarded to the entering first-year class. The average loan is \$1,000 due to limited funds in this program.

Federal Programs

The student's eligibility for all federal programs will be assessed as part of the packaging and awarding procedure. For more detailed information about federal student aid programs, go to the Student Guide on the FAFSA website.

Federal Supplemental Educational Opportunity Grant (SEOG)

The SEOG is a grant program funded by the federal government and Bard College and administered by the College. Recipients are those with exceptional financial need. The College identifies applicants in this situation as Pell Grant recipients or applicants with a low EFC.

Awards can range from \$100 to \$4,000 per year, but due to limited funding, the typical award ranges between \$1000 and \$1500. Continuing students can expect to have the SEOG award renewed provided there is no substantial change in the family's financial circumstances.

As is the case with the Pell Grant, eligibility for the SEOG is limited to the first bachelor degree program.

Federal Work-Study Program (FWS)

The federal government and Bard College fund FWS. It is intended to provide meaningful employment to a student on or off campus, thus providing the student a regular paycheck to help meet educational expenses.

Jobs are not assigned to students. The student must apply to the Student Employment Manager to be considered for a position.

Eligibility is determined by financial need. The typical FWS allocation is \$1,650 per year. This amount provides the student the opportunity to work 8 hours per week at the minimum wage.

Pell Grant

The Pell Grant program is designed to help families with limited resources pay college costs. In 2010-2011, awards range from \$1,176 to \$5,550 per year. Pell Grant eligibility is limited to the first bachelor degree program.

New York Tuition Assistance Program (TAP)

The TAP provides grant assistance to New York State residents attending a New York State school on a full-time basis. Awards are computed by the New York State Higher Education Services Corporation (NYSHESC) based on the New York State net taxable income and the number of full-time college students in the family. In 2010-2011 the range of awards was approximately \$400 to \$4,900. For more detailed information visit the HESC website.

Bard Scholarships:

Bard Educational Opportunity Program:

o The philosophy of Opportunity Programs at Bard remains consistent with the school's desire for diversity to be part of the learning experience of all students, regardless of race, creed, class, gender, sexual preference, or religion. Bard's Office of Opportunity Programs recognizes that students from a variety of backgrounds seek to attain a rigorous liberal arts education and often need support to realize this aim. Such students bring to the College a wealth of knowledge and insight not necessarily gained in the classroom. These individuals benefit from the Bard experience, just as Bard benefits from their presence. The Program currently serves Ninety-Six scholars from New York, California, Illinois, South Carolina, Pennsylvania, Georgia, Minnesota, Montana and Texas.

Arthur O. Eve HEOP Scholarship

Bard's Arthur O. Eve Higher Education Opportunity Program (HEOP), which began in 1969, is one of the oldest and most successful programs of its kind in New York State. Many students aspiring to attend college face a reality of few options and fewer opportunities due to a lack of economic and educational resources. HEOP seeks to confront this reality. In this regard, Bard's Opportunity Office is unsurpassed in its financial commitment to its students. The College retains and graduates a high percentage of the students admitted with a HEOP scholarship through support tailored to the specific needs of individual students. A scholarship equal to over fifty percent of the entire cost of attending the College, together with grants and minimal loans, meet the full financial need of a HEOP Scholar. When a student is accepted into the program, Bard assumes the financial cost necessary for the student's graduation. In addition, the program staff, in coordination with Bard's Academic Resources Center and the academic and student affairs divisions, provides guidance in the development of skills that will ensure academic success at Bard.

Bard Opportunity Program (BOP) Scholarship

In 2008 Bard expanded its commitment to access and to equity in higher education through the creation of the Bard Opportunity Program Scholarship (BOP). Bard Opportunity Program Scholars come from New York State and beyond, possess a high level of achievement in either academics or leadership and demonstrate the potential for success in a competitive academic environment. Often BOP scholars exhibit a nontraditional profile, and do not possess the financial means to afford a college such as Bard.

The Bard Office of Opportunity Programs commits to providing BOP scholars with the academic and financial support necessary for success at Bard. The office fulfills this commitment through sustained academic support in the form of an optional pre-first year summer program, workshops and tutoring as well as through career development, internships and alumni networks.

Posse Scholarship

Founded in 1989, Posse identifies public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. Posse extends to these students the opportunity to pursue personal and academic excellence by placing them in supportive, multicultural teams—Posses—of 10 students. Posse partner colleges and universities award

Posse Scholars four-year, full-tuition leadership scholarships. Bard currently has admitted three Posse groups for a total of thirty students from Atlanta, Georgia and has been a Posse Partner since 2008.

A brief description of any programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds:

The Center for Faculty and Curricular Development (CFCD) offers programs and support for faculty at all stages in their teaching and professional development. It provides a convivial venue for faculty-initiated discussion of a wide range of topics and issues and includes such programs as Lightning Lunches, the New (and Newer) Faculty Seminar series and the Faculty Support Network. The CFCD Committee is made up of Faculty, Staff, and Administrative members of Bard College. Programs are often targeted by topics, such as: Teaching & Academic Support for Learning Disabilities; Mentoring Students of Color; Intro. to “Campus Connects” & Suicide Prevention; Faculty Resources for Social Support of Students.

The Office of Opportunity Programs partners with the Center for Faculty Development and the Office of Multicultural Affairs to offer workshops in topics such as “Advising in a Diverse World” and “Mentoring Students of Color”. These offerings represent only a sample of the ongoing campus partnerships that seek to address educating the Bard faculty and staff on how to better serve low-income students.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

In addition to Academic Resources (see PAE-8), Bard facilitates the academic success of low-income student through the BEOP Program.

o Bard Education Opportunity Program (BEOP) is funded by New York State and Bard. The program allows Bard to accept a limited number of first-year students from historically economically disadvantaged groups. One objective of the program is to assist students who, by reason of inadequate early educational preparation, do not compete with the average Bard applicant in high school grades, class rank, and College Board scores, but who do possess the ability and motivation for successful study at Bard. Students considered for the HEOP scholarship must be residents of New York State. Students considered for the BOP scholarship can be a resident of any state.

A brief description of the institution's scholarships for low-income students:

• BEOP Scholarships

o Bard Education Opportunity Program (BEOP) is funded by New York State and Bard. The program allows Bard to accept a limited number of first-year students from historically economically disadvantaged groups. One objective of the program is to assist students who, by reason of inadequate early educational preparation, do not compete with the average Bard applicant in high school grades, class rank, and College Board scores, but who do possess the ability and motivation for successful study at Bard. Students considered for the HEOP scholarship must be residents of New York State. Students considered for the BOP scholarship can be a resident of any state.

The BEOP Office at Bard determines the eligibility of the applicant and notifies the Financial Aid Office of its decision. The Financial Aid Office offers a financial aid package (grant, loan, and workstudy) that usually meets the full financial need of the student.

When the College develops a financial aid package model for BEOP students, all funding sources are considered. The BEOP student is expected to be eligible for the maximum amount in each program, including the Federal Stafford Loan program. With this expectation the student’s full need will be met.

• Posse Scholarship:

o Please see above description.

• Excellence and Equal Cost (EEC) Scholarship:

o A public high school senior whose cumulative grade point average is among the top ten in his or her graduating class is eligible to be considered for a four-year EEC Scholarship. The EEC program is designed to assist students who would not otherwise be able to attend a private college or university because of its cost. The first-year students who are selected annually to receive EEC Scholarships attend Bard for what it would cost them to attend an appropriate four-year public college or university in their home state. Renewal of the EEC Scholarship is contingent on the student's maintaining a B+(3.3 grade average) and accumulating at least 32 credits per year.

• New Generation Scholarships

o In order to make a liberal arts education available to recent immigrants, Bard College offers scholarships to students who demonstrate intellectual curiosity and a commitment to academic excellence and whose parents were both born abroad and came to the United States within the past twenty years. These scholarships are awarded based on need.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Outside of the financial aid office, there are no program at the present that target parents of low-income students separately.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Every year admissions attend a variety of college fairs that cater to low-income and first-generation college students. The admissions staff at Bard also actively cultivates relationships with school districts and organizations that serve low-income students.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Bard is committed to a diverse academic and demographic student body, this includes geographic, economic, racial and ethnic diversity.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

See above.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Bard has an active student advising practice, where all student - regardless of economic background - are paired with a faculty adviser to facilitate the education experience of the student and to monitor the progress and/or challenges that the student confronts. Furthermore, the Peer Counselor and student health services offer support networks for students who confront the emotional difficulties that can accompany the transition to higher education and adulthood.

Does the institution have policies and programs in place to support non-traditional students?:

No

A brief description of any scholarships provided specifically for part-time students:

As a rural residential college, part-time status is not applicable to our students, save very few during their final semesters. By this time, the students are well acclimated to the environment and demands.

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

n.a.

A brief description of other policies and programs to support non-traditional students:

n.a.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	26
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	80
The percentage of students graduating with no interest-bearing student loan debt	53

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

6

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Deanna Cochran

Special Projects Manager

VP for Administration

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Submission Note:

<http://www.bard.edu/employment/benefits/>

This website describes the benefits overview for all levels of faculty, administrators & staff)

<https://mybensite.com/bard/>

(User ID: bard Password: benefits)

This web page details the extensive benefits packages and the premiums, etc.

<http://www.bard.edu/doc/>

Quick link to 2013-2014 Faculty Handbook -

"---" indicates that no data was submitted for this field

Number of employees:

932

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

827

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

96

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

72

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Bard College Human Resources

<http://www.bard.edu/employment/benefits/>

and the Benefits Portal -

<https://mybensite.com/bard/>

(User ID: bard Password: benefits)

Collective Bargaining agreements covering certain staff and faculty at the college are listed below:

American Association of University Professors - Collective bargaining agreement for undergraduate faculty holding teaching contracts for 6/13 or larger fractions.

Service Employees International Union Local #200 United - Building & Grounds, Environmental Services, & Security Departments - Covering rates of pay, hours of work, and conditions of employment.

Employees of contractors are covered by:

Rochester Regional Joint Board Worker's United Local 471 - Chartwells employees (on-campus food service contractor) 62 members.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

827

Number of employees of contractors that receive sustainable compensation:

72

A brief description of the standard(s) against which compensation was assessed:

The College & the Unions' analysis' of local living wage standards, cost of living assessment, and Consumer Product Index

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Lowest paid regular, full time employees starting wage = \$14.14+/ hour

Eligible for all benefits listed below:

- Health insurance - Individual or Family (below standard premiums)
- Prescription plan (included in Health Insurance)
- Vision care (included in Health Insurance)
- Dental- Individual, Individual + one, and Family premiums available
- Employee assistance program- free consultations/services 24hrs
- Life insurance - \$12,000 AD&D at no charge to employee, additional, spousal & dependent available
- Flexible spending plans
- AFLAC
- Commuter benefit plan
- Long-term disability

- Long-term care insurance
 - TIAA-CREF Retirement plan
(Regular Full-time employees - 10% of the employees annual base salary will be contributed by the College into TIAA-CREF retirement annuity after 2 years of service to the College.)
(*For AAUP Faculty -6/13 fraction and above-after one year of service to College, the College contributes 12.5% of the base salary, while the individual must contribute a minimum of 2.5%)
 - Supplemental retirement annuity plan through TIAA-CREF - Voluntary
 - Educational Benefits for Employees and their Dependents – Tuition Remission and Educational Assistance – after one year of service to College
 - Tuition Exchange Program – after 3 years of full-time service to the College
 - Tuition Reimbursement program *For AAUP Faculty - through collective bargaining agreement. A percentage of dependent’s tuition is reimbursed by Bard College based on the faculty FTE of service, only eligible for colleges not on the Tuition Exchange list
-
- Children’s Center and Nursery School – staff & faculty 1st priority - at little or no charge
 - Stevenson Athletics Center – free membership - instructional classes & use of the facility
 - Library Privileges – free use of Library services
 - Parking Privileges – free permits for parking on campus to faculty/staff/contractors
 - Various cultural events and activities on campus – free or discounted admission.
 - Verizon Wireless discount
 - Bronx Zoo discount
 - ZipCar discount
 - Jiffy Lube
 - Enterprise Rent-a-Car discount
 - Key Bank
 - Plum Benefits - savings off shows, sporting events & hotels

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:

Regular part-time employees at least 25 hours per week or more (1,300 hours per year) in a budgeted position are eligible for all benefits listed below. Lowest paid regular part-time starting wage approximately \$14.14+/hour.
Eligible for the same benefits as a regular-full time employee. PLEASE SEE LIST ABOVE

<http://www.bard.edu/employment/benefits/>

Benefits Portal:

<https://mybensite.com/bard/>

(User ID: bard Password: benefits)

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:

Temporary (non-regular) staff or Casual Employees are eligible for the following (with Bard College ID card) - approximately \$14.00 + / hour depending on the department and responsibilities.

- Stevenson Athletics Center – free membership - instructional classes & use of the facility
- Parking Privileges – free permits for parking on campus to faculty/staff/contractors

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:

Part-time faculty (less than half-time) are eligible for discount programs and benefits listed below: (with Bard College ID card)

- Stevenson Athletics Center – free membership - instructional classes & use of the facility
- Parking Privileges – free permits for parking on campus to faculty/staff/contractors
- Various cultural events and activities on campus – free or discounted admission.
- Verizon Wireless discount
- Bronx Zoo
- ZipCar
- Jiffy Lube
- Enterprise Rent-a-Car
- Key Bank
- Plum Benefits - savings off shows, sporting events & hotels

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid student employees (graduate and/or undergraduate, as applicable):

All Student employees make at least the local minimum wage, \$ 8.00/hour, work study or non-work study. They are not eligible for benefits.

The local legal minimum hourly wage for regular employees:

8 US/Canadian \$

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution’s sustainable compensation policies and practices is available:

<http://www.bard.edu/employment/benefits/>

Assessing Employee Satisfaction

Responsible Party

Taun Toay
Associate Vice President
Vice President

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

"---" indicates that no data was submitted for this field

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

No

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

We have done this in the past, but currently elect not to administer such surveys.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is

available:

Wellness Program

Responsible Party

Deanna Cochran
Special Projects Manager
VP for Administration

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

Submission Note:

"---" indicates that no data was submitted for this field

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Student Wellness Programs

Bard College and Peer Health Educators offer a wide variety of wellness programs throughout each semester. These programs focus on mental, physical, and sexual wellness, as well as on eating, nutrition, body image, and substance abuse. Including weekly seminars, wellness programs also provide activities that all students are encouraged to attend.

Employee Wellness

Bard College offers an Employee Assistance Program through Guidance Resources. This program, which is free to all employees and their families, provides confidential assistance to help address the personal issues they or their family is facing. This service, staffed by experienced clinicians, is available 24 hours a day, seven days a week. Services include, but are not limited to, relationships, problems with children, substance abuse, stress or depression, job pressures, marital conflicts, grief or loss or legal/financial situations.

<https://mybensite.com/bard/index.php?box=EAP§ion=Employee%20Assistance%20Program&page=Employee%20Assistance%20Program%20Benefit%20Summary&type=w&ref=eap-summ&img=eap-summ>

Wellness Programs

“New Normal Lifestyle” wellness program for staff and faculty. Eight-week sessions and free presentations conducted by a certified nutritionist and corporate wellness coach. Professional advice relating to stress reduction, nutrition, and activity to reduce cholesterol, lower blood pressure and increase metabolism, health and wellbeing. On-campus walking groups and Tai Chi classes created from this program.

<http://www.newnormallifestyle.com/>

The Human Resources Director has also participated in a regional task force to establish a wellness program for the college. The task force participated in interviews and analysis of various programs within the Hudson Valley region. The programs included health incentives for lower premiums, employee education in self health routines (i.e. annual mammograms, blood pressure testing, etc.) and one-on-one contact with insurance provider professionals, which allow private and confidential care on an individual basis.

The website URL where information about the institution's wellness program(s) is available:

<http://www.bard.edu/dosa/handbook/index.php?aid=1228&sid=716>

Workplace Health and Safety

Responsible Party

Deanna Cochran
Special Projects Manager
VP for Administration

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

"---" indicates that no data was submitted for this field

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	21	14
Full-time equivalent of employees	725	660

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
--	------------	----------

Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 31, 2011	Dec. 31, 2011

A brief description of when and why the workplace health and safety baseline was adopted:

most recent data available

A brief description of the institution's workplace health and safety initiatives:

Safety Committee that meets every other month. Their mission: "Promote a healthy and safe, living, learning and working environment for the college community with the intention of minimizing accidents and damages to persons and property." Examples of initiatives: communicating across departments to reenforce safety issues; promote lectures related to upcoming H&S issues, changing protocols (e.g. made transportation updates to increase safety - reflective tape, shuttle stop changes, recommendations for upgrades to lighting, stairwells, cross walks, etc.)

The website URL where information about the institution's workplace health and safety initiatives is available:

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Taun Toay

Associate Vice President

Vice President

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

"---" indicates that no data was submitted for this field

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Through the Bard College Socially Responsible Investment Committee (a group of 4 elected student representatives and 4 faculty and staff members), Bard actively screens its investments and engages companies over issues of concern.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Dimitri Papadimitriou, Executive Vice President;

Taun Toay, Associate Vice President;

Debra Pemstein, Vice President of Development and Alumni/ae Affairs;

Kevin Parker, Controller;

and four students elected from the undergraduate body.

Examples of CIR actions during the previous three years:

The Bard Socially Responsible Investment Committee oversees a Social Choice Fund that negatively screens its holdings for donors wishing to contribute to the endowment through predefined social screens. The College lead-filed a shareholder resolution over McDonald's pesticide practices. The resolution was later withdrawn due to effective dialogue with the company. While this was more than 3 years ago, this dialogue remains ongoing, as do the active screening and engagement of holdings within the endowment. Students members also recommend votes on all proxies for companies held in the endowment. There have been a number of fossil fuel divestment events for awareness, from which it was concluded that the institution had better leverage through engagement than divestment.

The website URL where information about the CIR is available:

<http://student.bard.edu/clubs/sric/>

Responsible Party

Taun Toay

Associate Vice President

Vice President

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

---" indicates that no data was submitted for this field

Total value of the investment pool:

280,000,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

We use a broad range of selection criteria to determine investments, so funds and companies chosen strictly on the criteria above are very few. All of the investments are subject to the scrutiny of the SRIC and it should be noted that the criteria as outlined only reward investments within sustainability, as opposed to using investments to foster greater sustainability.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

N.A.

Does the institution use its sustainable investment policy to select and guide investment managers?:

A brief description of how the policy is applied, including recent examples:

N.A. Drop down message should refer to the previous question.

Does the institution's sustainable investment policy include negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

We have an alternative endowment option for gifts in Neuberger Berman's Social Choice Fund.

Approximate percentage of the endowment that the negative screens apply to:

1

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

Yes

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Proxy votes are made by the student members of our SRIC.

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

Yes

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Through the Bard College Socially Responsible Investment Committee (a group of 4 elected student representatives and 4 faculty and staff members), Bard actively screens its investments and engages companies over issues of concern. This shareholder engagement has taken the form of letter writing, proxy voting, and resolution filing. Bard has engaged companies over issues such as, but not limited to: oil sands drilling; operation in Darfur; and pesticide practices, monitoring and reduction. Most notably, the College lead-filed a shareholder resolution over McDonald's pesticide practices. The resolution was later withdrawn due to effective dialogue with the company. This dialogue remains ongoing, as do the active screening and engagement of holdings within the endowment. Bard also offers a Social Choice Fund that negatively screens its holdings for donors wishing to contribute to the endowment through predefined social screens.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

We have worked with the Investor Environmental Health Network and the Responsible Endowment Coalition.

The website URL where information about the institution's sustainable investment efforts is available:

<http://clubs.bard.edu/sric/>

Investment Disclosure

Responsible Party

Taun Toay
Associate Vice President
Vice President

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Submission Note:

This is provided to the SRIC for display in the Bard Library, which allows for public, but not electronic dissemination.

"---" indicates that no data was submitted for this field

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

<http://clubs.bard.edu/sric/>

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Dan Smith

Energy Efficiency Coordinator
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Install of Campus-sited, 280kW Solar Photovoltaic Array

A brief description of the innovative policy, practice, program, or outcome :

Development and planning for the solar project began in the Fall of 2012, with the College breaking ground in Summer 2013 on a phased construction of a 280kW-DC (~230kW-AC) ground-mount PV solar array, sited on campus grounds west of its athletic fields. Completed in Winter 2013, the array covers roughly an acre of land and is expected to generate about 330,000 kWh annually. For many institutions, dedicating limited land resources and funds to such a project can be a challenge, if not impossible. Bard is proud to have reached consensus across the institution's governing bodies— economically, technically and aesthetically— to begin generating renewable energy on campus.

Funded via a “pre-pay” Power Purchase Agreement, in addition to providing electrical supply at parity with grid prices, the array will help reduce the College's daytime power demand, especially during the summer months when power demands peak due to the air conditioning needs of buildings. The system is expected to operate for 25+ years.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The 280kW-DC system will produce about 330,000 kWh in electricity annually, and will help reduce the College's power demand, especially during the summer months when power demands increase due to air conditioning needs in buildings. The system is expected to operate for 25+ years.

The solar array will be incorporated academically into various course modules, and furthermore will help to demonstrate the technology to the campus community and visiting public; showing how solar can be integrated nicely into a rural campus setting.

A letter of affirmation from an individual with relevant expertise:

[Letter of Affirmation__280kW Solar PV Array.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---

Air & Climate	Yes
Buildings	---
Dining Services	---
Energy	Yes
Grounds	Yes
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Responsible Party

Dan Smith

Energy Efficiency Coordinator
Office of Sustainability

Criteria

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8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
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For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

In-line water filtration water coolers (to replace delivery-based carboy system)

A brief description of the innovative policy, practice, program, or outcome:

As part of Bard’s “Take Back the Tap” initiative, in the past year Bard has systematically removed all of its carboy-based water cooler units (which relied on scheduled delivery trucks and personnel to continually supply and remove carboys) and replaced with in-line filtration water cooler units. Occupying the same spaces as the old water coolers, and the new units tap into a nearby water supply line (e.g. under a kitchenette sink), in order to better utilize the campus’ own local water source and on-site mass filtration facility. Overcoming the inconsistencies of campus tap-water taste (though filtered and safe, water passing through any pipe system can pick up minerals and tastes) the added “point of use” filtration helps to ensure drinking water across has the same high-quality, clean taste.

Additional direct benefits include:

- Removing loud, idling delivery diesel trucks and smelly exhaust fumes from campus causeways
- Eliminate the need to transport water from a non-local source to campus, a non-sustainable practice and possible environmental justice issue
- Improving aesthetics and space management by eliminating need to store large quantities of plastic carboys (4-6+ per dispenser location), which encroached nearby corridors and rooms
- Eliminate the supply and service inconsistencies inherent in a delivery-based system and greatly simplify purchasing and maintenance needs.
- Avoid inevitable spillage from replacing carboys

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[Letter of Affirmation__ In-line filtration water dispensers.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---

Air & Climate	Yes
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	Yes
Transportation	---
Waste	---
Water	Yes
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	Yes
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Responsible Party

Laurie Husted

Sustainability Manager

Bard Office of Sustainability (BoS)

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
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6. The innovative practice or program should originate from an area within the defined institutional boundary.
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8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Bard EATS

A brief description of the innovative policy, practice, program, or outcome:

Bard EATS (Eating Awareness Transforms Society) is an umbrella organization at Bard that brings all the different groups with a vested interest in our campus food system to the table to talk about advancing issues of food justice on campus. It is composed of different departments and groups that work to collaborate on making such reforms. This includes college faculty, staff, deans, students, administrators, our sustainability advocate, and food service employees and executives.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

In March of 2013, Bard signed the Real Food Campus Commitment, beginning the campus' collaboration with the non-profit Real Food Challenge that would support students independently auditing our food purchasing practices for the purpose of divesting dollars into "Real Food:" food that is certified or verified local, sustainable, humane, or fair food sources. Our baseline audit of the 2012-2013 academic year showed that 9% of our food fell into one of those four categories. Having begun our reforms, the results from the audit of the month of September 2013 displayed an updated 18% "Real Food" percentage.

A letter of affirmation from an individual with relevant expertise:

[Letter of Affirmation_5.docx](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	Yes
Dining Services	Yes

Energy	No
Grounds	No
Purchasing	Yes
Transportation	No
Waste	Yes
Water	No
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Responsible Party

Eban Goodstein

Director

Bard Center for Environmental Policy

Criteria

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3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Slow Water: Rivers & Communities in Asia

A brief description of the innovative policy, practice, program, or outcome:

Bard proposed the Slow Water project to cross fertilize ideas and knowledge between the faculty and students in Bard's thriving Asian Studies and Environmental & Urban Studies programs, and between those programs and the Bard Graduate Center for Environmental Policy (CEP) with the purpose of enhancing long-term integrated engagement with issues of Asia and the Environment in the Bard curriculum. The Slow Water model provided the inspiration for the work. The intellectual core of the project was the idea that rivers define communities that arise on their banks. Focuses included forest management, land use and their impacts on surface water (rivers and lakes) and communities.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Seven initiatives were pursued.

- 1) collaboratively engaged partners in China, Japan and Korea
- 2) structure experiential and service learning in Asia, including piloting internship programs in all 3 countries.
- 3) Host conference
- 4) develop team taught course
- 5) develop experiential summer course
- 6) develop J-term course
- 7) enable faculty exchange

(Additional details provided in letter of affirmation)

A letter of affirmation from an individual with relevant expertise:

[Slow Water Rivers & Community In Asia Innovation 4 Stars 2.0.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	No
Public Engagement	No

Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:
