



Boston University

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

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

1,533,778,468.39 US/Canadian \$

Total campus area:

135 Acres

IECC climate region:

Cold

Locale:

Large city

Gross floor area of building space:

14,327,826 Gross Square Feet

Conditioned floor area:

13,211,237 Square Feet

Floor area of laboratory space:

672,217 Square Feet

Floor area of healthcare space:

39,141 Square Feet

Floor area of other energy intensive space:

89,716 Square Feet

Floor area of residential space:

3,462,387 Square Feet

Electricity use by source::

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

Biomass	0
Coal	6
Geothermal	0
Hydro	6
Natural gas	46
Nuclear	33
Solar photovoltaic	0
Wind	0
Other (please specify and explain below)	8

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

http://www.iso-ne.com/nwsiss/grid_mkts/key_facts/final_regional_profile_2014.pdf

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	0
Fuel oil	4
Geothermal	0

Natural gas	80
Other (please specify and explain below)	16

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

<http://www.veoliaenergyna.com/veolia-energy-north-america/locations/boston-cambridge.htm>

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

16

Number of academic departments (or the equivalent):

230

Full-time equivalent enrollment:

25,599

Full-time equivalent of employees:

9,854

Full-time equivalent of distance education students:

2,596

Total number of undergraduate students:

16,512

Total number of graduate students:

14,032

Number of degree-seeking students:

30,544

Number of non-credit students:

2,877

Number of employees:

9,854

Number of residential students:

11,347

Number of residential employees:

184

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.

From the institution:

Students at Boston University have diverse educational opportunities related to sustainability in undergraduate, graduate, doctoral, and special degree programs offered through 12 of Boston University's 16 schools and colleges. These opportunities include a broad range of courses on topics such as sustainable energy, climate change, and environmental history, and degree programs that prepare students for careers and graduate schools in fields related to sustainability.

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

Dennis Carlberg

Sustainability Director

sustainability@BU

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	3,327	1,778
Number of sustainability courses offered	57	26
Number of courses offered that include sustainability	78	22

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

53

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

230

Number of years covered by the data:

One

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

[\(FINAL\) Sustainability Courses FY14.pdf](#)

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:

<http://www.bu.edu/sustainability/academics/education/>

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

All sustainability courses and courses that include sustainability were compiled from the previous year's STARS report. A sustainability@BU intern then revised the list to meet the new parameters specified in the STARS 2.0 manual and account for added courses. Changes made to the course information include redefining undergraduate and graduate courses to include a category of courses that are offered to both undergraduate and graduate students (these courses are part of the undergraduate field above), identifying courses offered by multiple schools and colleges within the university to ensure they are counted once, and updating departments to find any courses offered under out-dated departments. Courses were also filtered based on their type to comply with the new specifications for [STARS Reporting Tool](#) | [AASHE](#)

course types included in the inventory. Finally, sustainability@BU will now be reporting courses on a one period to more accurately reflect our changes in this category each year. This is all in an effort to ensure compliance with the new STARS criteria and the most accurate reporting possible.

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Dennis Carlberg

Sustainability Director

sustainability@BU

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:

85

Total number of graduates from degree programs:

5,441

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:

- M.A. in Energy and Environmental Analysis
- PhD in Geography & Environment
- M.A. in International Relations and Environmental Policy
- MA in Environmental Remote Sensing and GIS
- M.A in Geography & Environment
- M.A. in Global Development Economics
- M.A. in Global Development Policy
- PhD in Ecology, Behavior, and Evolution
- PhD in Environmental Health
- Certificate in Applied Sustainability
- Specialization in Thermofluid Sciences, Energy and Sustainability Research (available when studying toward MS, MEng or PhD in Mechanical Engineering or Manufacturing Engineering)
- Concentration in Environmental Health (available when studying toward MA in Public Health)

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:

Undergraduate Program

Responsible Party

Dennis Carlberg

Sustainability Director

sustainability@BU

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

B.A. in Environmental Analysis and Policy

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

Students in the Environmental Analysis & Policy major are trained broadly in the social sciences with a clearly defined specialization in the environmental field. Students receive an extensive introduction to the principal energy, resource, and environmental issues that confront society, and the analytical tools that are used to understand them. Such tools include cost-benefit analysis, basic computer modeling skills, policy formulation and analysis, technology assessment, and statistics. Students learn about the social and institutional framework in which environmental and natural resource planning, management, and policy making take place. Students take classes in the natural and physical sciences to ensure they understand the biophysical basis of environmental issues.

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

<http://www.bu.edu/earth/education/undergraduate/majors/environmental-analysis-and-policy/>

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

B.A. in Human Geography

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

Human geography is the study of the spatial organization of human activity and human interaction with the physical environment. Students studying Human Geography can follow one of two tracks: the general track combines courses in economic, political, and cultural geography; the more focused economic geography track emphasizes spatial patterns of production, consumption, distribution, and communication in the regional and global economies. Both tracks stress the application of analytical methods, including Geographic Information Systems (GIS).

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

<http://www.bu.edu/earth/education/undergraduate/majors/human-geography/>

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

B.A. in Physical Geography

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

The Physical Geography program has been structured to provide students with a strong background in the natural sciences and expertise in three main topical areas of physical geography: 1) vegetation science, 2) hydrology, 3) climate. The program emphasizes the application of advanced information technology to geographical analysis with courses in geographical information systems (GIS) and remote sensing.

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

<http://www.bu.edu/earth/education/undergraduate/majors/physical-geography/>

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

B.A. in Environmental Earth Science

<http://www.bu.edu/earth/education/undergraduate/majors/concentration-in-environmental-earth-science/>

B.A. in Marine Science

<http://www.bu.edu/bump/undergraduate-program/ba-in-marine-science/>

<http://www.bu.edu/earth/education/undergraduate/majors/environmental-science/>

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

Yes

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

Minor in Environmental Analysis & Policy

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

Students receive an introduction to the principal energy, resource, and environmental issues that confront society, and the analytical tools that are used to understand them. Students gain skills in quantitative environmental modeling and are given a choice of which aspects of Environmental Analysis & Policy they wish to learn about.

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

<http://www.bu.edu/earth/education/undergraduate/minors/>

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

Minor in Sustainable Energy

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

The Minor in Sustainable Energy teaches students the interdisciplinary nature of energy studies. The curriculum includes the essential elements of energy from the business, economics, policy and engineering perspectives, as taught by faculty in those areas. The program is a collaborative effort among faculty in the Department of Earth and Environment in the College of Arts and Sciences, the School of Management, and the College of Engineering.

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

<http://www.bu.edu/earth/education/undergraduate/minors/minor-in-sustainable-energy/>

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

Concentration in Energy Technologies and Environmental Engineering

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

The Energy Technologies concentration is designed for undergraduate engineering students to acquire a fundamental understanding of the environmental impacts of various energy technologies and put them in a position to pursue a career in green technology.

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

<http://www.bu.edu/eng/academics/programs/concentrations/etee/>

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

Environment & Development Track (available when studying toward B.A. in International Relations)

<http://www.bu.edu/ir/undergraduate/programs/functional/>

Specialization in Ecology & Conservation Biology (available when studying toward B.A in Biology)

<http://www.bu.edu/academics/cas/programs/biology/ba-ecology-conservation/>

Graduate Program

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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.A. in Energy and Environmental Analysis

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

The Center for Energy & Environmental Studies sponsors an MA degree in Energy & Environmental Analysis. Students and their advisors in the center work together in planning an individualized program of study. The program's core requirements include courses in quantitative methods, in physical or ecological environmental principles, in energy, society and the environment, as well as in environmental policy analysis. A concentration area and four courses making up the concentration are chosen with the consent of an adviser. One of these courses can be an environmental internship in an appropriate public, private, or nonprofit organization.

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

<http://www.bu.edu/cees/graduate/degree-programs/eea/>

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

M.A. in International Relations and Environmental Policy

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

The International Relations & Environmental Policy (IREP) joint degree program offers students a dynamic opportunity to explore the intersection of international affairs and environmental issues through combined study in international relations and environmental science. Students divide their coursework between the Department of International Relations and the Center for Energy and Environmental Studies (CEES).

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

<http://www.bu.edu/cees/graduate/degree-programs/irep/>

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

M.A. in Global Development Economics

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

The Global Development Economics (GDE) program is designed for those seeking rigorous training in economics supplemented by training in the related disciplines of politics, international relations, public health, and environmental issues. The GDE provides an intensive three-semester program combining a strong foundation in economics with development policy training. In addition to the economics core, the GDE includes a set of economics elective courses which focus on various aspects of development issues and the global economy. Candidates for the GDE also join students from the GDP program in taking courses in Governance and Political Economy, Environment and Development, International Public Health, and a capstone seminar.

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

<http://www.bu.edu/gdp/global-development-economics/>

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

M.A. in Geography

<http://www.bu.edu/earth/education/graduate/degree-programs/ma/>

PhD in Geography

<http://www.bu.edu/earth/education/graduate/degree-programs/doctor-of-philosophy/>

M.A. in Environmental Remote Sensing and GIS

<http://www.bu.edu/cees/graduate/degree-programs/rsgis/>

M.A. in Global Development Policy

http://www.bu.edu/ir/graduate/programs/global_development/

PhD in Ecology, Behavior, and Evolution

<http://www.bu.edu/biology/graduate/programs/ecology/>

PhD in Environmental Health

<http://www.bu.edu/sph/academics/degrees-and-programs/doctor-of-philosophy-phd/doctor-of-philosophy-in-environmental-health/>

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

Yes

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

Certificate in Applied Sustainability

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

The Graduate Certificate in Applied Sustainability is a unique interdisciplinary look at what it takes to make urban and economic development compatible with the natural environment. Taught by Metropolitan College faculty from the departments of Applied Social Sciences, Administrative Sciences, and Computer Science, coursework guides students through the foundations of ecology; current theories of sustainability; methods for optimizing energy and land use; building management techniques; the politics, law, and economics of the global green movement; and the relationship between IT and the consumption of resources.

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

<http://www.bu.edu/sustainability/academics/education/graduate-certificateapplied-sustainability>

/

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

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

Leveraging exciting research and industry projects at BU, the Energy and Sustainability certificate program is designed to develop graduate-level expertise in a variety of areas: solar energy, sustainable power systems, green manufacturing and more.

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

<http://www.bu.edu/eng/academics/professional/certificates/energy/>

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

Concentration in Environmental Health

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

Available when studying towards an Master in Public Health, the Environmental Health concentration equips students with knowledge and skills to work on these public health challenges. The program provides a foundation in environmental health science with an emphasis on public health practice, and faculty bring the real world into the classroom at every opportunity. Multiple classes offer the opportunity for field projects and engagement with communities or policy makers. Students can enhance their learning and gain additional experience by participating in departmental research.

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

<http://www.bu.edu/sph/academics/degrees-and-programs/master-of-public-health-programs/concentrations/requirements-for-the-concentration-in-environmental-health-2/>

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

Thermofluid Sciences, Energy and Sustainability Graduate Research Focus

<http://www.bu.edu/me/research/research-areas/thermofluid-sciences-energy-and-sustainability-new>

/

Materials for Energy and Environment Graduate Research Focus

<http://www.bu.edu/mse/research/energy/>

Immersive Experience

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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.

Submission Note:

<http://www.bu.edu/abroad/programs/lima-contemporary-politics-program-summer/>

<http://www.bu.edu/abroad/programs/washington-dc-internship-program/>

BU students also have the option of benefiting from BU's affiliation with the School of Field Studies, which offers multiple sustainability focused and related study abroad programs.

"---" 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:

BU's Venice Environmental Studies Summer Program offers students a chance to spend six weeks in Venice, Italy, exploring a variety of critical issues related to climate change. Located in a city frequently cited in heated debates about the impacts of climate change, the program includes two complementary courses introducing the main processes driving change in the Venice lagoon and examining the scientific, economic and social challenges faced by the international community in developing and implementing policies to address the impacts of climate change. The dual focus of the program examines both the scientific underpinnings of climate change and sea level rise, and their effects on the economy and society. What types of policies are likely to be effective in addressing the impact of climate change, both on humans and on the environment? The curriculum uses the history of the Venice lagoon, as well as its more recent modifications, to illustrate the issues connected with human-driven changes in coastal bays and estuaries, sea level rise, and natural environmental dynamics.

Students who take part in BU's Contemporary Politics Program in Lima, Peru spend three and-a-half weeks living with local Peruvian families as students at a local university, investigating the political implications of natural resource extraction in Peru and the Andes. Why has natural resource extraction often brought economic stagnation, political turmoil, significant social unrest, and environmental degradation? Students engage directly with Peruvian students, scholars and various agencies and organizations with a stake in the resource extraction debate to examine the political factors surrounding the “resource curse”—the fact that abundant natural resources often lead to negative developmental outcomes.

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

<http://www.bu.edu/abroad/programs/venice-environmental-studies-program-summer/>

Sustainability Literacy Assessment

Responsible Party

Dennis Carlberg

Sustainability Director

sustainability@BU

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.

Submission Note:

Answers to the survey are available online (see website URL above). sustainability@BU has conducted sustainability surveys in previous years, but this year is the first year the survey included sustainability literacy questions.

"---" 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:

0

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

100

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

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

*Which of the following is the most commonly used definition of sustainable development?

- 1) Giving universal access to education, health care and social services
- 2) Meeting the needs of the present without compromising the ability of future generations to meet their own needs
- 3) Setting aside resources for preservation never to be used
- 4) Building a neighborhood that is both socio-demographically and economically diverse

*Which of the following climate change research studies are being conducted by Boston University researchers? (Choose all that apply.)

- 1)Diminishing seasonality over northerly lands from anthropogenic forcing of climate, published in Nature-Geoscience
- 2)Using Three Decades of Landsat Data to Characterize Changes and Vulnerability of Temperature and Boreal Forest Phenology to Climate Change, funded by NASA
- 3)Local Scale Carbon Budgets and Mitigation Opportunities for the Northeastern United States, published in Bioscience
- 4)Projecting North American climate over the next 50 years: Uncertainty due to internal variability; published in Journal of Climate

*Corporate social responsibility implies a commitment to triple bottom line reporting, which includes:

- 1)Three forms of financial reporting
- 2)Environmental, social and financial performance
- 3)Offering health, dental and vision care to employees
- 4)Incorporating community and government representatives on the board of directors

*Which of the following activities contribute to climate change? (Choose all that apply.)

- 1)The generation of electricity from fossil fuels
- 2)Taking public transportation
- 3)Cutting down trees
- 4)Building dams to divert water

*The world's population of about 7.1 billion is estimated to reach 9.1 billion by 2050. Which of the following is an expected result of this population growth? (Choose all that apply.)

- 1)Loss of farm land to urbanization
- 2)Increased demand for agricultural investment
- 3)Rising energy prices
- 4)Upsurge in global hunger
- 5)I don't know

*Sustainability requires making decisions based on environmental impact. Please rank the following actions according to their impact on resource consumption over their life cycle. (#1 = smallest impact; #5 = largest impact.)

- 1)Using a stainless steel travel mug 45 times before recycling it
- 2)Using 2 disposable paper cups, then recycling them
- 3)Using 45 disposable paper cups, then recycling them
- 4)Using a stainless steel travel mug 2 times before recycling it
- 5)Using 45 disposable Styrofoam cups, then trashing them

*Like a greenhouse, the Greenhouse Effect allows in the sun's radiation and the presence of greenhouse gases traps the heat in the Earth's atmosphere. The Greenhouse Effect can lead to the following: (Choose all that apply.)

- 1)Cooler Summers
- 2)Warmer Oceans
- 3)Sea Level Rise
- 4)Climate Change
- 5)Heavy Precipitation

*In 2012 which of the following countries were the three highest producers of renewable energy?

- 1)France – 84.629 Billion kWh
- 2)Denmark – 15.583 Billion kWh
- 3)Germany – 140.092 Billion kWh
- 4)Italy – 98.123 Billion kWh
- 5)Japan – 109.863 Billion kWh
- 6)Spain – 83.059 Billion kWh

7)United States – 507.788 Billion kWh

(Based on wind power alone, the answer would be (in order) US, Spain and Germany, as data for 2012 is not yet available for solar, tide & wave.)

*The average U.S. household uses approximately ___ gallons of water per day.

- 1)50
- 2)100
- 3)200
- 4)300

*Temperatures in cities are generally hotter than surrounding areas. This is referred to as the Heat Island Effect. Which of the following strategies help reduce the Heat Island Effect?

- 1)Installing white or green roofs on buildings
- 2)Closing windows
- 3)Paving with lighter-colored materials
- 4)Planting trees
- 5)Turning on street lights
- 6)I don't know

*Since 2007, the City of Boston has actively led city-wide green initiatives, focusing on energy efficiency, climate preparedness and community engagement.

The City of Boston's 2014 Climate Action Plan goals include the following. (Choose all that apply.)

- 1)Reducing greenhouse gas emissions 25% by 2020, and 80% by 2050
- 2)Renew Boston - an initiative to increase residential solar energy
- 3)Greenovate Boston Engage - a website used by the Boston community to share ideas on how the city can reach its climate goals
- 4)Expanding bike infrastructure
- 5)Increasing number of automobile parking spaces

*Which of the following actions can we take to prepare for a changing climate?

- 1)Construct buildings that can withstand strong storms
- 2)Reduce green space
- 3)Construct buildings on wetlands
- 4)All of the above
- 5)None of the above
- 6)I don't know

*Energy Use Intensity (EUI) is like Miles per Gallon for buildings. EUI measures a building's total energy use per square foot. Generally, a low EUI indicates energy-efficient performance. Please indicate if you think that the following actions can help lower BU's energy use intensity.

- 1)Turning off lights
- 2)Washing clothes in cold water
- 3)Taking shorter showers
- 4)Eating beef
- 5)Eating local or organic produce
- 6)Using shared printing resources
- 7)Replacing light bulbs with CFLs or LEDs
- 8)Using a smart power strip
- 9)Unplugging devices when not in use
- 10)Recycling paper/plastic/metal

*Please indicate if you think the following items can be recycled at BU.

- 1)White Paper
- 2)Newspaper and Magazines
- 3)Corrugated Cardboard
- 4)Tissues and Paper Towels
- 5)Plastic Bottles
- 6)Glass Bottles
- 7)Soda Cans
- 8)Paper Coffee Cups
- 9)Styrofoam Cups
- 10)Batteries
- 11)Cell Phones
- 12)Computers
- 13)Toner/Ink Cartridges
- 14)Small Appliances
- 15)Clothes
- 16)Light Bulbs
- 17)Bedding

*LEED is a green building rating system which stands for Leadership in Energy and Environmental Design. What level of LEED have each of the following buildings/spaces received?

- 1)Center for Student Services at 100 Bay State Road
- 2)Sargent College Makechnie Study Center at 635 Commonwealth Avenue
- 3)Research Center at 670 Albany Street
- 4)Offices at 122 Bay State Road
- 5)Medical Student Residences at 815 Albany Street
- 6)Residences at 85-87 St. Mary's Street
- 7)Massachusetts Green High Performance Computing Center in Holyoke, MA

*Certified Green Restaurants are rated for their energy- and water-efficient facilities and waste reduction practices. How many stars have each of the following BU eateries received as part of being a Certified Green Restaurant?

- 1)Dining hall at Marciano Commons
- 2)Rize Café
- 3)Late Night Kitchen
- 4)GSU food court

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

The survey was designed to gauge progress on sustainability awareness at Boston University. Having information about the community's understanding and activities regarding sustainability helps sustainability@BU plan future efforts, programs and communications initiatives. Consistent with the guidelines of STARS, the survey contains questions on general sustainability literacy. 32% of survey questions relate to literacy, 50% of questions are BU-specific, and 18% are behavioral.

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

The online survey was sent out via email on January 30th, 2014 to all Boston University undergraduate students, graduate students, staff and faculty. Students, as well as staff and faculty members who responded to it constitute the representative sample.

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

Out of the 4607 total survey respondents:

- 92% correctly agreed that the definition of sustainability is ‘meeting the needs of the present without compromising the ability of future generations to meet their own needs’
- 49% thought that slowing climate change was extremely important from a global perspective more so than other issues such as public health, economic prosperity, access to education and access to clean air
- 49% thought that recycling was extremely important from a Boston University perspective more than other issues such as energy conservation, preparing for climate change, green buildings and sustainable purchasing
- 25% of respondents strongly agreed that they were aware of Boston University’s efforts in reducing our environmental footprint overall

Out of the 16 sustainability@BU initiatives that we listed on the survey, the majority of respondents said that they were most aware and involved with recycling on campus, cardboard recycling at move-in, receiving discounts for using a reusable mug on campus, and the BU Farmers Market. Other programs like Goodwill Not Landfill, the Sustainability Festival, and sustainability@BU on social media were less well-known with lower participation rates.

Moving forward sustainability@BU's initiatives, this data will be used to engage BU students, faculty, and staff in climate change related projects and research that they expressed an interest in pursuing. sustainability@BU will continue to encourage recycling efforts on campus, and promote awareness of Boston University’s efforts to reduce our EUI and overall environmental footprint. The results will also help in determining which of the sustainability@BU programs to promote more heavily at Boston University.

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

<http://www.bu.edu/sustainability/2014-survey/>

Incentives for Developing Courses

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.

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

Campus as a Living Laboratory

Responsible Party

Lisa Tornatore

Sustainability Outreach Coordinator
Finance & Administration

Criteria

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

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

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

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

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

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

	Yes or No

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

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

A group of three graduate students used both the Charles River and Medical campus' footprints, as well as MassGIS and LiDAR data, to create a vulnerability assessment of the University due to sea level rise and storm surge as a result of climate change.

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:

As part of a class project, three groups of students from CELOP were challenged to redesign the roof on top of the WBUR building on the Charles River Campus; another group focused on the patio. Attempting to meet a weight equal or inferior the actual weight of the roof while calculating possible savings from solar power, the students identified solutions such as solar panels in combination with with garden/grass area.

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

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

Using data collected on the BU campus, students are currently working on an energy modeling project.

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

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

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

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

International students in three classes at CELOP wanted to improve the recycling situation in their department with clearer bins, signage, education, and a whole-school commitment. Students engaged in project-based learning, first gleaning technical information about recycling on the BU campus through direct interaction with sustainability@BU and then implementing a comprehensive recycling program. They, in turn, used their newfound knowledge to educate their own community members on the importance of recycling. Not only was this beneficial for project-based learning among students, it also helped them develop more advanced English language skills.

In another project, students worked with sustainability@BU and management professor Remi Trudel to develop signage for the Warren towers dorm to affect student-resident recycling behavior. Signs followed Prof. Trudel's guidelines for changing behaviors using an analogous statement of benefits of recycling (quantifying a link between recycling and energy consumption) as well as a competitive social comparison (x floor is doing better at recycling than y floor). Results have informed communications techniques used by sustainability@BU.

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

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

As part of course SI453: Strategies for Environmental Sustainability, students are required to develop a group project, including an in-class presentation and written memo to sustainability@BU. The goal of the project is to provide students with experience similar to what working as a Director of Environmental Sustainability would provide. The final project is to provide a strategy for BU to increase student participation in and response to programs aimed at reducing energy consumption on campus. Student projects provided recommendations for effectively communicating with students to convey the importance of energy reductions, and to garner excitement around the energy reduction movement. Final project memos were action-oriented and emphasized analysis of the expected outcome, and a comparison of expected costs and benefits, done holistically to consider all important aspects of the project.

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:

N/A

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:

With the support of professor Jennifer Green, a student researched answers to the following topic: "Does LGBTQ Status Moderate the Association Between Bullying and Depression/Anxiety Among First-Year College Students?"

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

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

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

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

Research

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

From the institution:

Boston University's faculty and students engage in various research projects in order to more effectively understand and interpret vast and ever-changing issues related to sustainability. Research spans multiple disciplines, focuses on national and global scales, relates to science, policy, renewable and nonrenewable resources, and utilizes quantitative and qualitative research methods.

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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:

186

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

1,896

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

87

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:

[Funded Research - FY14, FY13 and FY12.pdf](#)

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

Please see the attached inventory.

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

The sustainability research inventory was developed through a list provided by the Office of Sponsored Programs. For the purposes of reporting to STARS, only funded research from FY12, FY13 and FY14 is included. One sustainability@BU intern identified the sustainability related projects by title and research content.

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

Associate Professor Nathan Phillips of the BU Department of Earth and Environment joined the Frederick S. Pardee Center for the Study of the Longer-Range Future as a Faculty Fellow in May, 2012. The Pardee Center holds symposia and conducts research intended to contribute to the long-term well being of people around the world. Professor Phillips is engaged in research about the physiological mechanisms and processes by which plants and ecosystems regulate water loss and carbon gain, and how such processes may be altered under global environmental change.

Assistant Professor Lucy Hutyra of the BU Department of Earth and Environment was awarded a National Science Foundation Career grant titled "Assessing Urban Influences on Ecosystem Processes" for 2012-2017. Professor Hutyra was also awarded an NSF Coupled Natural-Human grand titled "CNH-Ex: Shifting land use and forest conservation: Understanding the coupling of social and ecological processes along an urban-to-rural gradient" for 2012-2017. Professor Hutyra's research involves an integration of atmospheric, biometric, and climatological information in order to understand the characteristics and causes of atmosphere-biosphere carbon exchange.

Associate Professor Pamela Templer of the BU Biology Department was awarded an NSF Career grant titled "Role of Plant Nutrient Uptake in Forest Nutrient Retention and Carbon Sequestration: an Integrated Research, Teaching and Outreach Program" for 2012-2017. Professor Templer runs a lab which explores the effects of winter climate change on biogeochemistry and carbon exchange, controls on nitrogen retention and loss in temperate and tropical ecosystems, and the effects of land-use change and forest regeneration on nutrient cycling.

Associate Professor Bruce Anderson of the BU Department of Earth and Environment was awarded an NSF Collaborative Award titled "RCN-SEES: Engineering Research Collaboratory for Sustainable Infrastructure in a Changing Climate." Professor Anderson's research aims to provide expertise on the changing nature of climate extremes and the risk they pose to the physical transportation infrastructure around New England.

The website URL where information about sustainability research is available:

<http://www.bu.edu/sustainability/academics/research/>

Support for Research

Responsible Party

Dennis Carlberg

Sustainability Director

sustainability@BU

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 Undergraduate Research Opportunities Program (UROP) was established in 1997 to facilitate participation by Boston University undergraduates in faculty-mentored research. Since 1997, it has supported research efforts of approximately 1500 Boston University students. Support comes from the University, individual faculty grants, alumni and corporate donations, and government agencies and private foundations.

UROP provides financial support for student research stipends, supplies, and travel. The program has funded a broad range of research projects in the humanities, social sciences, natural sciences, medicine, education, and the arts. Research through UROP must take place under the guidance of a BU faculty mentor, and is defined as any scientific or scholarly activity that contributes to the production of new knowledge.

Various research opportunities are offered in ecology/behavior, earth sciences, environmental health, environmental economic/geography, sustainable tourism development, geography, geology/geochemistry, biology, and public health.

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

<http://www.bu.edu/urop/students/on-campus-opportunities/>

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 UROP program is offered as a mentoring relationship between faculty and undergraduate students.

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

<http://www.bu.edu/urop/about/urop/>

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:

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:

sustainability@BU provides BU students with access to its sustainability-focused library, which includes paper and digital resources available as research material. Additional, the School of Education's Pickering Library recently opened the Sustainability Resources Center, a collaboration between the library and sedGreen. The Center features curricula, books, films, dvds with a player and monitor, Kill-o-Watt meters, and other materials that will help the University become more earth systems literate and effective when teaching how to build a healthier, sustainable planet.

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

<http://www.bu.edu/sustainability/campus-resources/resources-center-sed/>

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

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*.

Submission Note:

Boston University does not currently have a formal student sustainability educators program but plans for a partnership and coordination with the University's Residence Assistants are underway.

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

Responsible Party

Dennis Carlberg

Sustainability Director

sustainability@BU

Criteria

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

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

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

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

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

100

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

The Sustainability Director and Outreach Coordinator provide an orientation presentation during each of the seven weeks of new student orientation each summer and one session for students entering in the spring term. The presentation introduces students to sustainable principles, quantitative facts, and initiatives that take place on campus, including efforts toward energy saving and the sustainable criteria BU's Dining services fill. Encouraging specific sustainable habits that they can adopt as soon as students move in and start adapting to their new environment, they are provided with practical information such as the location of recycling bins, what bulbs to use, sustainable printing behaviors, where indoor and outdoor bike racks can be found and how to sustainably get around campus. All students receive reusable water bottles and fabric recycling bags when given keys to their new living space. In addition, sustainability@BU holds a booth at the main fair that welcomes students amongst other on campus organizations, informing students what they can expect, what is expected of them, opportunities to get involved and what resources and events are available to them.

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

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

Criteria

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

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

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

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

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

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

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

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

Boston University currently has 20 campus community groups, all student-governed, related to sustainability of which three are directly focused on sustainability.

The Environmental Student Organization strives to raise environmental awareness and create beneficial environmental change on campus as well as in the surrounding Boston community through outreach campaigns and community service.

The BU Energy Club is a broad-based group consisting of graduates, undergrads, alumni and professors that serves as a link between scientists, engineers, entrepreneurs, business-persons, and aspiring policy-makers & government officials at Boston University and other schools in the Greater Boston Area. They aim to synthesize energy-related ideas from a multi-disciplinary stream of educational and professional sources to advance our understanding of energy and its role within society, industry, technology and policy through empirical, objective energy-related education and outreach.

The US Green Building Council Student Group (USGBC Students) recruits, connects and equips the next generation of green building leaders by empowering them to transform their campuses, communities, and careers. USGBC Students at Boston University allows both graduate and undergraduate students to contribute to BU's mission to encourage sustainable construction and renovation building projects. Members also receive great benefits such as reduced student rates for LEED AP certification, networking and career support, seminars, and campaign resources.

<http://people.bu.edu/buenergy/bios.htm>

<http://www.bu.edu/sustainability/what-you-can-do/join-a-club/usgb-students/>

The website URL where information about student groups is available:

<http://www.bu.edu/sustainability/what-you-can-do/join-a-club/eso/>

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 Boston University Greenhouse sits atop the Stone Science Center at the College of Arts and Sciences where it has been utilized and enjoyed in various capacities since the building's construction in 1930. The space is currently shared between the Organic Gardening Club (OGC), a student group dedicated to growing plants and sharing knowledge, and a few faculty members of the Earth and Environment Department who incorporate hands-on greenhouse research into their coursework.

The OGC is a group of students with varied experiences and skill levels united by an interest in growing plants and community without the use of harmful chemical fertilizers or pesticides. They meet regularly to garden, share tips, and socialize. Plants are grown in a wide variety of containers, including a 4'x12' raised bed. Plants such as tomatoes, squash, cucumbers, corn, sunflowers, carrots, radishes, peppers, and various kinds of lettuce and herbs are grown and managed collectively by students during periodic workdays, with a schedule for regular weeding and watering. Several worm compost bins provide a nutritious and renewable soil amendment to

supplement purchased organic potting soils and fertilizers. The Greenhouse also houses a small library and serves as a meeting place for other green groups on campus.

<http://www.bu.edu/sustainability/the-secret-roof-garden-2/>

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

<http://www.bu.edu/sustainability/what-you-can-do/join-a-club/organic-gardening-club/>

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

sustainability@BU interns manage the Sustainability Help Desk, which promotes sustainability on campus while partnering with a local business. Two times a week, the Sustainability Help Desk gives students an opportunity to learn about recycling, with an emphasis on electronic waste management. It operates at high-traffic student areas in the George Sherman Union.

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

<http://www.bu.edu/sustainability/what-you-can-do/events/sustainabilityhelpdesk/>

A brief description of the sustainable investment or finance initiatives:

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

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

Throughout the year BU hosts many sustainable events on campus; these include guest speakers discussing issues ranging from plastics in the environment and renewable energy to global climate change . The annual sustainability@BU Festival and Earth Day celebrations showcase organizations of the Sustainable Student Network and other groups that are actively promoting a broad range of sustainable activities. The following is a list of some of the events held on campus that engage the Boston University community:

Earth Week

Earth Day

Carbon Day

Recyclemania

sustainability@BU Festival (Charles River Campus)

EcoRep Symposium

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

<http://www.bu.edu/sustainability/what-you-can-do/events/>

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

In 2013, from January through April, BU hosted Alternative Visions/Sustainable Future, a cross-disciplinary and collaborative project that responds to current environmental issues and the potential to effect change through critical dialogue and innovative practices. Boston University's 808 Gallery served as the project's hub to convene events, lectures, student-driven educational forums, and community outreach, and BU students were able to learn from artists that support and promote sustainability in their work such as Chris Jordan, Andrea Zittel and Amy Franceschini. In 2014, Boston University is hosting exhibitions by Cullen Washington Jr., as well as Shannon Cochrane & Márcio Carvalho, who all use recycling as their primary source of material, addressing the topic of material production and accumulation. Additionally, sustainability@BU and the BU Arts Initiative hosted to host a Sustainable Art Contest as part of the Earth Day Festival in Spring 2014.

<http://www.bu.edu/cfa/sustainability/>

<http://www.bu.edu/cfa/events/?eid=148159>

<http://www.bu.edu/cfa/events/?eid=148152&oid=40>

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

http://www.bu.edu/arts/ai_features/sustainable-art-contest/

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

The BU Outing Club (BUOC) is a student-led organization that plans dozens of outdoor events throughout the year including hiking, biking, backpacking, cross-country skiing, canoeing, and more. Their mission is to promote an appreciation for the natural environment through outdoor recreational activities.

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

<http://www.bu.edu/sustainability/what-you-can-do/join-a-club/bu-outing-club/>

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

The First-Year Student Outreach Project (FYSOP) offers incoming Boston University students a unique opportunity to get settled in their new community by performing a week of community service before classes begin. A focus on the environment is one of the service options available to applicants of the program. Students in the environment FYSOP group explore how environmental degradation impacts people and communities, and then use what they have learned to take positive actions through community service in the Boston community. The program aims to educate first-years and staff about the environment and to empower them to enact meaningful change.

The website URL where information about the theme is available:

<http://www.bu.edu/csc/community-service-center-programs/fysop/>

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

The School of Education's Pickering Library recently opened the Sustainability Resources Center, a collaboration between the library and sedGreen. The Center, which also serves as a Green Meeting space, features a conference table, curricula, books, films, dvds with a player and monitor, Kill-o-Watt meters, and other materials that will help the University become more earth systems literate and effective when teaching how to build a healthier, sustainable planet.

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

<http://www.bu.edu/sustainability/campus-resources/resources-center-sed/>

A brief description of sustainability-focused student employment opportunities:

sustainability@BU employs students from the university to develop, promote and implement sustainable practices throughout the university. The student interns work with the Sustainability Director and the Outreach Coordinator, and collaborate with different organizations on campus throughout the year. Ranging from graphic design and metrics management to outreach and certification coordination, sustainability@BU offers its interns professional experience and individual responsibilities in University sustainability infrastructure.

BU Dining Services employs a team of students as Sustainability Interns as well. From catering to food and waste management, they focus on increasing sustainable practices within the food system of the University and of its surrounding community.

Branch Out, a BU organization that connects students with opportunities to learn about and be stewards of Boston's urban ecosystem, employs a student to be their program manager.

The Resident Assistant of the Earth House, a BU specialty community residence, is hired by the university to support its residents. Earth House members share a passion for the environment and an interest in exploring areas such as climate change, biodiversity, renewable energy, and environmental policy, and together they look to promote sustainability and sustainable actions on campus.

<http://www.bu.edu/dining/about-us/sustainability/sustainability-coordinator/>

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

<http://www.bu.edu/sustainability/about-us/sustainabilitybuteam/>

A brief description of graduation pledges through which students pledge to consider social and environmental

responsibility in future job and other decisions:

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

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

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

Outreach Materials and Publications

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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

A brief description of the central sustainability website:

BU's sustainability website was launched in January 2010 and is a central source of information for all things sustainability-related on campus. It is organized by "What We're Doing", "What You Can Do", "Campus Resources", "Academics", "Reference", and "News". These broad categories house information on Facilities and Management projects, dining, grounds, purchasing, student group activities, green campus tours, academics, and more.

In 2010 the sustainability website won a Webby Honoree award in the environmental category and a MITX award in the educational institution category.

The website URL for the central sustainability website:

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

A brief description of the sustainability newsletter:

The sustainability@BU newsletter is distributed to all students, faculty, staff with a BU email address and anyone else who chooses to subscribe through the sustainability website. It is a publication that disseminates information about current sustainability happenings on campus and in the Boston area.

The website URL for the sustainability newsletter:

<http://www.bu.edu/sustainability/about-us/newsletter/>

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

Facebook, Twitter, and Instagram accounts for sustainability@BU are used to keep our community and the general public updated with sustainability-related news and events as well as University sustainability campaigns.

<https://twitter.com/sustainableBU>

http://instagram.com/sustainable_bu

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

<https://www.facebook.com/Busustainability>

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

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

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

Sargent College has teamed up with sustainability@BU to create informational and behavioral signage for inhabitants of the building. The LEED certified Makechne Study Lounge has eight signs explaining the low impact, local, and reclaimed materials used in construction. Behavioral signs are placed on each floor in order to inform employees and students about lessening their environmental impact through simple daily actions.

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

<http://www.bu.edu/sustainability/campus-resources/green-office/sargent-pilot-program/>

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

As part of Dining Services' commitment to serving local food and educating the BU community, all local, organic and humanely-raised food is identified with signage. Signs are updated regularly with information about local foods, farm names, and source locations.

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

<http://www.bu.edu/dining/about-us/sustainability/about/>

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

In keeping with BU's commitment to sustainability, Facilities Management & Planning has introduced a number of eco-agricultural initiatives such as implementing organic lawn treatments. Signage is placed throughout campus green space in order to educate the BU community about sustainable grounds-keeping strategies.

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

<http://www.bu.edu/sustainability/what-were-doing/green-buildings/grounds/>

A brief description of the sustainability walking map or tour:

The Boston University Green Campus Tour features locations within the Charles River Campus that support sustainable working, learning, and living such as the campus's first geothermal building, energy efficient building retrofits and a bicycle-powered office that runs off of the grid. The five hour walking tour is available once or twice each year and the virtual tour is always available with podcasts on the sustainability@BU website.

The website URL of the sustainability walking map or tour:

<http://www.bu.edu/sustainability/campus-resources/green-campus-tour/>

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

Information about alternative forms of on-campus transportation is available on the sustainability@BU website. Bicycle, school shuttle, rideshare, Zipcar, and public transportation pages provide detailed information about each of these more sustainable options.

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

<http://www.bu.edu/sustainability/what-were-doing/transportation/>

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

BU's Bike Safety Committee has introduced comprehensive education for bicyclists and motorists relating to securing and registering bicycles, storage options, route maps, policies, and safety. Education is disseminated through the website, safety videos, window clings, and a mobile app. (See Innovation Credit 1 for more information on the app).

<http://www.bu.edu/parking/>

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

<http://www.bu.edu/bikesafety/>

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

The Green Room Guide provides suggestions for living more sustainably in dorms as well as offices and classrooms. Information about best practices can be found on the sustainability@BU website.

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

<http://www.bu.edu/sustainability/what-you-can-do/the-green-room/>

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

Dennis Carlberg
Sustainability Director
sustainability@BU

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):

Join the Challenge

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

Boston University created “Join the Challenge” to engage all students, faculty, staff, and alumni in a competition to reduce their environmental footprints. Join the Challenge is a friendly competition among the schools and colleges on campus through

carbonrally.com

, which provides monthly carbon footprint metrics and per-capita totals for each school or college’s CO2 reductions and determines a winner. Scoring is done at the end of each month and the school or college that reduces its carbon footprint the most for that month wins a prize that relates to that month's challenge.

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

Through "Join the Challenge" we have been able to engage over 13408 participants in the BU community in behavioral change activities. The campaign is open to all members of the community who are able to accept as many challenges as they want in order to reduce their carbon footprint. Since BU launched Join the Challenge in 2010, carbonrally estimates that collectively through our sustainable actions, we have reduced our CO2 emissions by 167.26 tons. (updated 04/10/14)

<http://www.carbonrally.com/leagues/boston-university>

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

<http://www.bu.edu/sustainability/what-you-can-do/join-the-challenge/>

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

Lisa Tornatore

Sustainability Outreach Coordinator
Finance & Administration

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:

9,854

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

Sustainability Liaisons and Ambassadors

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

9,854

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

The Sustainability Liaison program was created to promote campus sustainability through peer-to-peer awareness within each of the schools and colleges on the Charles River Campus, and throughout the Boston University Medical Campus. sustainability@BU recently added Sustainability Ambassadors to the program in order to increase involvement on the Medical Campus. Staff and faculty volunteer to [STARS Reporting Tool](#) | [AASHE](#)

become Sustainability Liaisons or Ambassadors. The program counts 100% participation among schools and colleges.

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

Sustainability Liaisons and Sustainability Ambassadors meet quarterly with sustainability@BU to improve communication on campus sustainability issues, discuss potential projects within individual schools, and share challenges, solutions, and successes. All volunteers are provided with information and materials to promote sustainable initiatives among their faculty, staff, or students.

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

The Sustainability Outreach Coordinator serves as a leader for the Sustainability Liaisons Program. There is no financial support provided by the institution.

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

<http://www.bu.edu/sustainability/what-you-can-do/green-teams/be-a-sustianability-liaison/>

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

Lisa Tornatore

Sustainability Outreach Coordinator
Finance & Administration

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).

Submission Note:

The 40% of new employees that are offered orientation about sustainability topics represent all new staff members at the University.

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

The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

40

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

As part of new staff orientation, handouts are provided with pertinent information on sustainability topics including Green Office Certification, the Join the Challenge campaign, recycling, and the Sustainability Liaisons program. Statistics are also provided on reductions in GHG emissions, water, and waste, LEED certified space, and green certified restaurants at the University.

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

<http://www.bu.edu/hr/bu-life/get-involved/>

Staff Professional Development

Responsible Party

Lisa Tornatore

Sustainability Outreach Coordinator
Finance & Administration

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

Human Resources offers professional development courses to all faculty and staff. One sustainability seminar titled “Greening Your Office” is offered every year. This seminar teaches employees how to save energy, reduce waste, recycle, and purchase greener office products while also teaching about sustainable communications, activities, and workflows. The application of sustainable behavior at the staff level then acts as a model for sustainable behavior for students and the Boston University community as a whole.

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

0.10

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

<http://www.bu.edu/hr/training/professional-development/>

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.

From the institution:

Boston University connects to the community through a broad range of public engagement activities often partnering with the City of Boston and other area universities.

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

Dennis Carlberg
 Sustainability Director
 sustainability@BU

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:

Step Up:

<http://www.bu.edu/stepup/index.html>

Green Ribbon Commission:

http://www.cityofboston.gov/Images_Documents/A%20Climate%20of%20Progress%20-%20CAP%20Update%202011_tcm3-25020.pdf

<http://www.greenribboncommission.org/approach>

City Year Boston:

http://alumni.cityyear.org/?page=BU_SocialWork

Oxfam Boston:

<http://www.oxfamamerica.org/regions/united-states/boston-massachusetts>

Sustainable Neighborhood Living Laboratory:

http://www.bu.edu/energy/sustainable_neighborhood/

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:

BU co-organized the first ever Boston Carbon Day in 2010, in partnership with the Electric Vehicle Urban Infrastructure Study and the Neighborhood Association of the Back Bay. Every year, BU takes part in Carbon Day, an international event focused on reducing carbon footprints from individuals to the globe.

Every year since 1982, BU has partnered with Oxfam to help fight poverty, hunger, and injustice. We raise contributions through “student fast” programs in which BU students volunteer to skip two residence hall meals on designated days, with the cost savings donated to Oxfam.

Boston University School of Social Work partners with City Year, offering a 100% tuition scholarship for up to one City Year corps member, alumna/us or staff member per year or 50% tuition scholarship for up to two City Year corps members, alumna/us or staff members per year. City Year is an organization that works to bridge the gap in high-poverty communities between the support the students in the communities actually need, and what their schools are designed to provide. In doing so, their model is designed to support students as they progress from elementary through high school in order to continue to build the nation’s urban graduation pipeline.

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):

Boston University is engaged in the City of Boston's 2014 Climate Action Plan Update. During the Spring 2014 semester, the University worked with the Mayor’s Environment and Energy department to host an event, collaborating with the City on the update and giving members of the BU community the opportunity to be part of the planning process. All BU faculty, staff, students, and alumni were invited to join the conversation about preparing Boston for climate change. Aiming at finding and discussing means to meet the City’s goal of 25% carbon reduction by 2020, as well as the fundamental change(s) in energy & transportation needed to meet the City’s goal of 80% carbon reduction by 2050, participants addressed the bold approach required by such objectives. Some of the topics that were discussed include necessary strategic and technological updates, what research opportunities at Boston University can provide the city with, and revisions to the financial model.

Boston University is part of Step UP -a program created by former longtime Boston mayor Thomas M. Menino in 2006- and is one of the five local universities assisting ten public schools struggling to meet the goals of the federal No Child Left Behind act. BU School of Education works closely with staff from the two lowest performers at the time -the Trotter and the English High School of Boston, to developed courses that place elementary education undergraduates in the public school’s reading, writing, and science classes at several grade levels. Step UP provides specific programs and initiatives in response to needs identified by these partner schools and ensures that all support is aligned with the curricular goals of the Boston Public Schools and the Massachusetts Department of Education. To help find solutions to the complex issues facing schools, Step UP is taking a multifaceted approach that includes academic support for schools,

quality extended learning opportunities, health and wellness programs, as well as parent and community engagement.

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

Yes

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

President Brown is a member and active participant in the Mayor of Boston’s Green Ribbon Commission, a 30 member organization comprised of a diverse set of business and civic leaders with a shared desire to make Boston a national leader in the green economy and the fight against global climate change. Recently, a report commissioned by the City of Boston was published, titled "Building Resilience in Boston." The report focuses the relationships between individual neighborhoods -in underprivileged areas in particular- and climate change. Climate change in Boston involves sea level rise, raising temperatures, and heavier storm winds.

Boston University's Sustainability Director also participates in two of the Commissions' working groups: the Higher Education group and the Climate Preparedness group. With the objective of advising the City on policies and initiatives leading to green house gas emission reduction for each sector. Members of the Higher Education group recently collaborated with the team focused on Health Care to work on a program intended to lower the emissions of high energy labs.

The Sustainable Neighborhood Living Laboratory is an ongoing program combining research, education, and practice in partnership with the City of Boston and local residents and business leaders, providing a strategic platform to engage all key stakeholders, to influence policy & advance science & new technologies, to develop and deploy innovative solutions, and to educate BU students as global citizens and leaders. Boston University brings many abilities to the table, including community engagement, ethnography, research, data analysis, program development, measurement, modeling, start-up proof of concept, testing and evaluation, and grant partnership for faculty and students to work together on a series of projects with different partners. Indeed, faculty collaborate with partners to research and explore science, innovation, and the development and adoption of sustainable technologies in urban neighborhoods, including the BU campus. Participating colleges, schools, and groups include departments and lab groups from the College of Engineering, the College of Arts and Sciences, the School of Management, the School of Law, and the School of Public Health. So far, partners include the Barr Foundation, the City of Boston, Codman Square Neighborhood Development Corporation, the Conservation Law Foundation, Electric Vehicle Urban Infrastructure Study, Friends of Copley Square, Gas Safety, Inc., NSTAR, the National Science Foundation, IBM Corporation, Lenox Hotel/Saunders Hotel Group, Madison Park Development Corporation, Picarro, the Ruben Companies, and Streetline.

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

Many departments at Boston University engage in partnerships with distant communities. Below are some examples.

Since 2012, the Boston University Marine Program in the College of Arts and Sciences has been involved in a collaborative partnership to deal with the Impact of dams and Climate Change on ecosystem services in Cambodia. Boston University's Department of Biology partners with the MacArthur foundation to develop integrative models that will visualize the dynamics and trade-offs involved in using the various ecosystem services of the Lower Mekong, particularly the Great Lake Tonle Sap in Cambodia. BU researchers lead teams working on hydrology, food webs, fisheries, fish biology, agriculture, and species conservation, whose results help resource managers make informed decisions involving fisheries and hydro power development. In the past two years, the MacArthur Foundation has given out four grants to help Tonle Sap, the largest of which has gone to Boston University.

Since 2012 as well, Boston University has partnered with Global Brigades , the world’s largest student-led global health and sustainable development organization. BU Environmental Brigades in particular develops sustainable environmental solutions to mitigate ecological degradation in bio-rich, but economically disadvantaged communities in developing countries, such as Panama. The program is

coordinated by a student-elected executive board that works with Boston University's Student Activities Office. These volunteer projects occur yearly and volunteers spend approximately one week on the ground.

The website URL where information about sustainability partnerships is available:

<http://www.bu.edu/sustainability/what-were-doing/climate-action/green-ribbon-comission/>

Inter-Campus Collaboration

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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:

Boston University regularly engages with other institutions through conferences, meetings, conference calls, and emails. The University President is an active member of the Mayor of Boston's Green Ribbon Commission established to help the City meet its Climate Action Plan targets. The Commission and its sub-committees meet regularly with other local universities and businesses. The Sustainability Director, Outreach Coordinator, Sustainability Coordinator for Dining Services, faculty, and students all contribute to panels and presentations at conferences and symposiums of many of the organizations listed below.

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:

Boston Green Ribbon Commission
The Association for the Advancement of Sustainability in Higher Education (AASHE)
Massachusetts School Sustainability Coordinators Roundtable (MMSCOR)
The National Association of College and University Business Officers (NACUBO)
The National Council for Science and the Environment (NCSE)
The New England Board of Higher Education (NEBHE)
The Northeast Campus Sustainability Consortium (NECSC)
The Society of College and University Planning (SCUP)
The Urban Land Institute (ULI)
The US Green Building Council (USGBC)

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

BU Dining Services collaborates with sustainability managers and stewards from across the country through the Aramark Higher Education Sustainability network. Through regular conference calls, meetings, conferences, and general collaboration, best practices, challenges, and ideas are exchanged.

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

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

Continuing Education

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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?:

Yes

Number of continuing education courses offered that address sustainability:

7

Total number of continuing education courses offered:

100

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

(FINAL) [Continuing Education Courses.pdf](#)

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:

Boston University's Metropolitan College offers most of BU's continuing education programs, including the Graduate Certificate in Applied Sustainability. The certificate provides students with a unique interdisciplinary look at what it takes to make urban and economic development compatible with the natural environment.

Additionally, Boston University's Center for Professional Education has offered a Certificate in Real Estate Sustainability since April 2010. The program explores core disciplines within the sustainability field while providing building owners and space occupiers the skills necessary to create and implement sustainability practices throughout their organization, operations, and facilities. In order to receive the certificate, students must complete 6 sustainability-focused courses and 2 elective courses.

(

<http://professional.bu.edu/programs/real-estate-studies/sustainability/>

)

Year the certificate program was created:

2,011

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

<http://www.bu.edu/met/programs/graduate/applied-sustainability-certificate/>

Community Service

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

Criteria

Part 1

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

Part 2

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

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

Submission Note:

<http://www.goterriers.com/ot/bost-community-outreach.html>

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

Number of students engaged in community service:

8,303

Total number of students :

33,603

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:

428,364

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.bu.edu/csc/about/>

Community Stakeholder Engagement

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

Criteria

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

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

And

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

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

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

Submission Note:

Additional examples of Boston University's extensive community programming can be found in Chapter 11 and Appendix A of the University's institutional master plan, which can be viewed at <http://www.bu.edu/community/masterplans/institutional-master-plan/>

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

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

Yes

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

Today, The Princeton Review ranks Boston University among the top-20 most tolerant universities in the nation, and among the most diverse. The tens of thousands of students who apply each year cite Boston University's diversity as one of its most compelling features, fostered in large part by the University's geography, which allows for a dynamic connection with the city and the world beyond. This tradition of practical engagement with the community at large is reflected in both the University's operations and in its curriculum. Students are enmeshed in the affairs of the community, not just by their presence in the city, but also through the substantial resources and programs devoted to community service. As President Lemuel Murlin said more than a century ago, Boston University is "in the heart of the city, in the service of the city."

In 2007, the Trustees of Boston University approved a strategic plan initiated by current president, Robert A. Brown, to address the challenges and opportunities of the coming decade.

All parts of the University community came together to identify issues central to strengthening programs and services in key areas. The strategic plan, called Choosing to be Great, articulates that the intellectual and cultural resources of Boston are important elements in the University's strength. The plan also emphasizes that upgrading the physical infrastructure of the campus is essential, not only for enhancing the University's reputation, but also for remaining operationally coordinated and retaining the best faculty and students. The development of a master plan for an institution as large and influential as Boston University is a major undertaking. The University has coordinated a process internally across various departments and externally across various city agencies, elected officials, and citizens. In 1984, Boston University became the first institution in Boston to establish a community task force representing an array of neighboring organizations, associations, and institutions to advise the University and the City on the implementation of an institutional master plan. The Boston University Community Task Force has since also been used as a public forum to discuss community issues.

The University, in cooperation with the task force representatives and city agencies, was the first institution in Boston to develop a master plan approved by the Boston Redevelopment Authority (BRA) in 1986. The master plan analyzed the University's needs – housing, enrollment, parking, academics, and recreation – and studied potential sites to accommodate the University's changing needs.

Two subsequent master plans were submitted and approved in 1997 and 2003, each promoting further transparency and strengthening the public process through multiple meetings of the BU Community Task Force and comment from the City of Boston.

The Boston University 2013-2023 Institutional Master Plan, approved by the BRA in January 2013, builds upon the success of earlier institutional master plans and the valuable assistance of the BU Community Task Force and City of Boston in crafting a future development framework for the campus. Seven proposed institutional projects will be coupled with public realm improvements to create a safer and more pedestrian-oriented campus. In total, these projects are expected to cost over \$750 million and will support thousands of construction jobs over the next decade, in addition to providing additional permanent positions.

Boston University looks forward to working with the city and community as proposed institutional projects take shape and progress through the public review and approval process over the coming decade.

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

The University works extensively with the Boston University Community Task Force a mayor- appointed advisory group, which represents an array of neighboring organizations, associations, and institutions. In addition to working with the Task Force, the Government and Community Affairs office works extensively with numerous civic associations and local non-profits. Staff from the Government and Community Affairs office sit on an area non-profit and civic board and regularly attend community meetings within our surrounding neighborhoods. Maintaining this level of involvement in the community allows the office to identify and respond to community needs as they arise.

BU sponsors many community initiatives, including the opening of a fitness center aimed at targeting childhood obesity in Boston's South End and Lower Roxbury neighborhoods, and an annual holiday reading program, which serves approximately 1000 Boston Public Schools students annually . The University also distributes free tickets to BU athletic and cultural events and contributes generously to a range of local charities.

List of identified community stakeholders:

- A Better City
- Action for Boston Community Development
- Air Pollution Control Commission
- All Dorchester Sports League
- Allston and Brighton Board of Trade
- Allston Board of Trade
- Allston Brighton Historical Society
- Allston Brighton Kiwanis Club
- Allston Brighton Little League
- Allston Brighton Parade Committee
- Allston Brighton Substance Abuse Task Force
- Allston Brighton Youth Hockey
- Associated Industries of Massachusetts (AIM)
- Association of Independent Colleges and Universities in Massachusetts (AICUM)
- Boston Police B-2 Community Officers
- Bay State Road/Back Bay West Architectural Conservation District Commission
- BEC
- Bessie Tart Wilson Initiative for Children
- Biosafety Working Group
- Bird Street Community Center
- Black College Alliance
- Blackstone Community Center
- Blackstone Innovation School
- Blackstone Wellness Committee
- Boston Area Health Education Center (BAHEC)
- Boston Bikes
- Boston Centers for Youth & Families
- Boston City Council
- Boston City Lights
- Boston Civic Design Commission
- Boston Fire Department
- Boston Housing Authority
- Boston Landmarks Commission
- Boston Latin Academy
- Boston Municipal Research Bureau
- Boston Police Department
- Boston Public Health Commission
- Boston Public Schools
- Boston Redevelopment Authority
- Boston Transportation Department
- Boston Water & Sewer Commission
- Boy's & Girls Club (Dorchester)
- Boy's & Girls Club (Orchard Gardens)
- Boy's & Girls Club (Roxbury)
- BRA Community Task Force
- Brighton Board of Trade
- Brookline Board of Selectmen
- Brookline Chamber of Commerce

- Brookline Chamber of Commerce, Government Committee
- Brookline Public Schools
- Brookline Selectmen’s Brookline School Population & Capacity Exploration (B-SPACE) Committee
- Brookline Selectmen’s Economic Development Advisory Board
- Brookline Town Assessors Office
- Castle Square
- Cathedral
- Central Transportation Planning Staff (CTPS)
- Charles River Conservancy
- Charles River Watershed Association
- Children Services of Roxbury
- Children’s Museum
- Christ the King Church
- City on a Hill
- Codman Square Academy
- Codman Square Health Center
- Commission for Persons with Disabilities
- Community Rowing
- Consumer Affairs & Licensing
- Cooper Community Center
- Boston Police D-4 Community Officers
- Department of Conservation & Recreation (DCR)
- Department of Environmental Protection (DEP)
- Department of Higher Education
- Department of Innovation & Technology
- Discover Roxbury
- Division of Capital Asset Management & Maintenance (DCAMM)
- Dorchester House
- Dorchester Lacrosse
- Dorchester Youth Hockey
- DREAM
- Dudley Square Main Streets
- Egleston Square Coalition
- Environmental and Energy Services
- Executive Office for Administration & Finance (ANF)
- Executive Office of Energy and Environmental Affairs (EOEEA)
- Executive Office of Housing and Economic Development (EOHED)
- Family Nurturing Center of Massachusetts
- Faneuil Library, Brighton MA
- Faneuil Teen Center
- Fishing Academy
- Franklin Park Coalition
- Goodwill / Morgan Memorial
- Governor's STEM Advisory Council
- Grant Manor
- Greater Boston Chamber of Commerce
- Greater Boston Nazarene Compassionate Center
- Hispanic Black Gay Coalition

- Holy Resurrection Orthodox Church, Open Door Soup Kitchen
- Horace Mann School for the Deaf
- Inquilinos Boricuas en Accion (IBA)
- Inspectional Services Department
- Intergovernmental Relations
- Jackson Mann Community Center
- JMCC
- John D. O'Bryant
- Joint Committee on Environment, Natural Resources and Agriculture
- Joint Committee on Higher Education
- Joint Committee on Public Health
- Joint Committee on Revenue
- Joint Committee on State Administration & Regulatory Oversight
- Joint Committee on Transportation
- Joint Committee on Ways & Means
- Langham Court
- Leahy-Holloran Community Center
- Licensing Board
- Madison Park Development Corporation
- Madison Park Village
- Mandela Homes
- Margarita Muniz Academy
- Massachusetts Association of Nonprofit Schools and Colleges (MANS&C)
- Massachusetts Bay Transportation Authority (MBTA)
- Massachusetts Biotechnology Council (MassBio)
- Massachusetts Department of Revenue
- Massachusetts Department of Transportation (MassDOT)
- Massachusetts Green High Performance Computing Center
- Massachusetts High Technology Council
- Massachusetts Historical Commission
- Massachusetts Life Sciences Center
- Massachusetts Technology Collaborative
- MassDOT Office of Outdoor Advertising
- MBTA Accessibility Office
- Central Transportation Planning Staff (CTPS)
- Charles River Conservancy
- Charles River Watershed Association
- Children Services of Roxbury
- Children's Museum
- Christ the King Church
- City on a Hill
- Codman Square Academy
- Codman Square Health Center
- Commission for Persons with Disabilities
- Community Rowing
- Consumer Affairs & Licensing
- Cooper Community Center
- Boston Police D-4 Community Officers

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- Massachusetts Department of Revenue
- Massachusetts Department of Transportation (MassDOT)
- Massachusetts Green High Performance Computing Center
- Massachusetts High Technology Council
- Massachusetts Historical Commission
- Massachusetts Life Sciences Center
- Massachusetts Technology Collaborative
- MassDOT Office of Outdoor Advertising
- MBTA Accessibility Office
- MBTA Design & Construction
- MBTA Light Rail Operations
- MBTA Rider Oversight Committee
- Metro Lacrosse
- Multicultural Coalition on Aging
- NAACP Boston
- New England Council (NEC)
- New Urban Mechanics
- Newmarket Business Association
- Oak Sq. YMCA
- Office of Neighborhood Services
- Office of the Governor
- Office of the Lieutenant Governor
- Orchard Gardens
- Parks & Recreation
- Pine Street Inn
- Private Industry Council
- Public Improvements Commission
- Public Works
- Rosie's Place
- Roxbury Community College
- Salvation Army KROC Center
- Secretary of the Commonwealth of Massachusetts
- Sisters of St. Joseph
- South Boston Youth Hockey
- South End Business Association
- South End Community Health Center
- South End Salvation Army
- St. Stephens
- Teen Empowerment
- Town of Brookline Building Department
- Town of Brookline Economic Development Department
- Town of Brookline Planning Department
- Town of Brookline Police Department
- Town of Brookline Public Works Department

- Town of Brookline Transportation Department
- Town of Brookline Waste Management Department
- Trotter Elementary School
- Twelfth Baptist Church
- United South End Settlements
- Urban League
- Vine Street Community Center
- Waltham Family School
- Washington Gateway
- West End Boys and Girls Club
- Whittier Street Health Center
- Whittier Street Housing Development
- YMCA (Dorchester)
- YMCA (Egleston Sq.)
- YMCA (Huntington Ave.)
- YMCA (Roxbury)
- Youth Build Boston
- Youth Enrichment Services
- Youth Options Unlimited
- Zoning Commission

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

Included below are descriptions of several recent projects and initiatives that best illustrate the positive impact of BU's community stakeholder engagement efforts.

- Boston University Health, Fitness, and Wellness Pilot Program ("BU Fitwell"): In 2013, Boston University, in conjunction with the Boston Public Health Commission and Boston Centers for Youth & Families (BCYF), opened a unique health, fitness and wellness center to help combat teenage obesity in the City of Boston. BU FitWell provides access to free and low-cost physical activities and healthy living resources. Boston University renovated the facility space, located in the BCYF Blackstone Community Center, which was chosen for its potential to maximize outreach to at-risk youth and families, as well as for its proximity to additional health resources available at the Boston University Medical Center, the South End Health Center, and other neighboring community-based agencies. The renovated personal training space, 25 state-of-the-art exercise machines, and program administration account for a more than \$900,000 of BU investment in the fitness center.

Community Center members have access to quality fitness training, nutritional counseling, and wellness programming that is directed and guided by experts from Boston University. University staff strive to provide youths and families with the skills needed to make physical exercise and healthy choices an enduring part of their lifestyles.

<http://www.bu.edu/fitrec/facilities/blackstone.shtml>

- Boston Scholars Program: Boston University's Thomas M. Menino Scholarship Program is the longest running and largest scholarship program of its kind. Since 1973, the Menino Scholarship Program has helped secure higher education for students from the City of Boston. Each year, up to 25 Boston public high school seniors are awarded a four-year, full-tuition scholarship to Boston University. Since the program's inception, Boston University has awarded approximately \$186 million in scholarship funding to nearly 2,000 local students.

In 2010, Boston University expanded the scholarship opportunities for Boston Public Schools high school students by creating a Community Service Award. Together, the Menino Scholarship Program and the Community Service Award create the University's Boston Scholars Program. Through the Community Service Award, Boston University meets, without loans, the full calculated financial eligibility of any admitted Boston Public Schools high school graduate. Since the program's inception in 2009, nearly 600 Boston Public Schools students have received over \$18.8 million through the Community Service Award program.

The students who receive these awards represent the diverse population of the University's host city, and many Boston Scholars are the first in their families to attend college.

- Approval of the Boston University Charles River Campus 2013-2023 Institutional Master Plan: In 2013, after 18 months of preparation, review, more than a dozen public meetings, and with the support of the University's Community Task Force, the Boston Redevelopment Authority and the Mayor of Boston unanimously approved the University's institutional master plan, which outlines the University's growth and campus development plans for the next 10 years.

<http://www.bu.edu/today/2013/mayor-signs-off-on-bu-master-plan/>

- Bike Safety Pilot Program: In the spring of 2013, Boston University partnered with the City of Boston to pilot a new bike safety program along a stretch of Commonwealth Avenue, a heavily traveled thoroughfare which bisects the University's Charles River Campus. In an effort to further protect cyclists and pedestrians, encourage bike use, and promote awareness of cyclists and pedestrians among motor-vehicle drivers, the safety initiative included new signage, enhanced bike-lane markings, and highway reflectors in the pavement. Later in 2013, Boston University unveiled its new Bike Safety website,

<http://www.bu.edu/bikesafety/>

, which includes a variety of bike safety videos, bike education materials, and links to additional bike resources. The University also developed a Bike Accident Toolkit app to assist with accident reporting. Both resources are available to the general public.

<http://www.bu.edu/bikesafety/>

- Summer Youth Athletic Camp Scholarships: In 2012, as part of a continued effort to support the City of Boston's initiative to increase youth access to free and low-cost physical activities, Boston University pledged to donate 100 summer athletic camp scholarships to City of Boston youth for the next five years. Camps are run by the Boston University athletic department and athletic coaches, and are dedicated to training youth in the skills needed to compete in basketball, hockey, wrestling, softball, lacrosse, rowing, and sailing.

- Massachusetts Green High Performance Computing Center (MGHPCC): The Massachusetts Green High Performance Computing Center (MGHPCC) is a data center dedicated to research computing, which represents a ground-breaking collaboration of five of Massachusetts' most research-intensive universities, state government, and private industry -- the most significant collaboration among government, industry, and public and private universities in the history of the Commonwealth, and the first facility of its kind in the nation. Boston University committed \$10 million to the MGHPCC facility, which opened in 2011 in Holyoke, MA. The MGHPCC serves the growing research computing needs of the five founding universities as well as other research institutions, and serves as a critical piece of infrastructure which will allow the Commonwealth to attract and retain the very best young scientists, secure federal and private funding to support scientific research in the state, and continue to fuel the state's innovation economy.

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

- Madison Park Housing Energy Efficiency Research Project: In 2013, BU's Sustainable Neighborhood Laboratory (SNL), an innovative sustainability community engagement initiative, engaged youth in the Madison Park Village community in Roxbury, MA to understand behavior patterns related to energy consumption. Five Boston high school youth were hired to work with the team of BU faculty and staff investigators. The students were trained in concepts of energy efficiency and helped conduct on-site research and data analysis support, affording the students the opportunity to gain an awareness about energy efficiency and research skills. With the information gathered with the help of local youth and residents, the project investigators will seek to develop engineering and econometric analyses of residents' behavior and energy consumption.

<http://www.bu.edu/energy/aug20mpdc/>

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

<http://www.bu.edu/community/>

Participation in Public Policy

Responsible Party

Dennis Carlberg

Sustainability Director
sustainability@BU

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:

In 2013 and 2014 Boston University provided support for the City of Boston's initiative to report building energy and water consumption for all buildings larger than 50,000 square feet by September 2014, and 35,000 by May 2017. This ordinance further requires energy audits and conservation measures be taken for poorly performing buildings. On September 15, 2014 the City's Building Energy Reporting and Disclosure Ordinance (BERDO) will go into effect.

In 2013, Boston University Professor Nathan Phillips was featured in a The Boston Globe discussing natural gas leaks in Boston's underground pipelines. Phillips has been conducting research on the leaks which allows policy makers and gas companies to work on fixing the leaks and reducing the flux of greenhouse gases from the city of Boston.

In 2013, the Boston University Vegetarian Society successfully convinced the University to use cage-free eggs in all of the dining facilities on campus. This change marks BU's participation in a nationwide movement to make changes to the inhumane and unsustainable practices of the food production industry.

Since 2012, a number of student activists at BU formed an informal student group called Students for a Just and Stable Future (DivestBU). The goal of the group is to encourage the University to divest the world's top 200 fossil fuel companies from its endowment. Some BU faculty also participated in the movement, including Professor Cutler Cleveland of the Department of Earth and Environment. The group is also active in political activism at the state and local level.

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

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

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

Trademark Licensing

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

Criteria

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

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

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

Yes

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

Yes

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:

Responsible Party

Dennis Carlberg

Sustainability Director

sustainability@BU

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 affiliated hospital or health system has been excluded from the institutional boundary.

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.

From the institution:

In 2014 Boston University emitted 122,000 metric tonnes of CO₂e from fossil fuels burned on campus to heat and cool our buildings, and from the fossil fuels burned by others to generate the necessary electricity and steam the University uses. This is a 26.6% reduction from 2006 levels. This progress is due to energy efficiency projects and moving from heavy to lighter fuel oil and more recently to natural gas.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Dennis Carlberg

Sustainability Director

sustainability@BU

Criteria

Part 1

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

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO₂e) per gross square foot (0.002 MtCO₂e per gross square metre) of floor area.

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

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

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

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

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

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

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

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

Yes

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

	Yes or No
Business travel	No
Commuting	No
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	No

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:

For this STARS submission for FY14 BU is using the CACP Carbon Calculator. Historically, we have used formulas in the utility data tracking software used by BU Facilities Management & Planning for reporting the University's emissions. In September 2014, all prior STARS submissions were revised with CACP results to ensure consistency between reporting years.

Starting with this submission, CACP V6.9 and Mass DEP emissions factors will be used for calculating the University's emissions.

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:

Boston University is in the verification and validation process using the Verified Carbon Standard by Det Norske Veritas (DNV). This work will be concluded by January 1, 2015.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	<i>46,912 Metric Tons of CO2 Equivalent</i>	<i>61,464 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>62,404 Metric Tons of CO2 Equivalent</i>	<i>91,808 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>12,707 Metric Tons of CO2 Equivalent</i>	<i>13,013 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

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

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

N/A

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

N/A

A brief description of the composting and carbon storage program:

N/A

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

N/A

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	11,347	11,185
Number of residential employees	184	181
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	25,599	24,623
Full-time equivalent of employees	8,854	8,439
Full-time equivalent of distance education students	2,596	1,605

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

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

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

Gross floor area of building space, performance year:

14,327,826 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	<i>672,217 Square Feet</i>
Healthcare space	<i>39,141 Square Feet</i>
Other energy intensive space	<i>89,716 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	---
Commuting	---
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---
Other categories (please specify below)	---

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

N/A

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://www.bu.edu/sustainability/what-were-doing/climate-action/>

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

previous three years:

Outdoor Air Quality

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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:

BU has been switching its fuels to natural gas as much as practical which results in inherently lower emissions. BU has implemented carpooling incentives and has purchased a number of hybrid vehicles to reduce overall emissions from mobile sources.

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

Yes

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

BU visits all of its buildings on campus, inventories all emission producing equipment, and calculates potential emissions using emissions guarantees and EPA-approved emission factors for criteria and GHG emissions. Actual emissions are calculated using the fuel use or run [STARS Reporting Tool](#) | [AASHE](#)

times of each piece of emission producing equipment.

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

	Weight of Emissions
Nitrogen oxides (NOx)	<i>45.64 Tons</i>
Sulfur oxides (SOx)	<i>6.57 Tons</i>
Carbon monoxide (CO)	<i>32.86 Tons</i>
Particulate matter (PM)	<i>3.14 Tons</i>
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	<i>6.96 Tons</i>
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:

BU has been switching its fuels to natural gas as much as practical which results in lower emissions.

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

Buildings

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

From the institution:

Boston University incorporates sustainable building practices into small renovations and large construction projects alike. Building design and construction takes a broad spectrum of green building strategies into account. To accomplish this, the University uses the U.S. Green Building Council's LEED Certification System to track opportunities in transportation, site development, water efficiency, energy efficiency, waste reduction, materials and resources, and indoor environmental quality. New construction projects meet LEED Certification standards. All major projects currently in design and construction are seeking LEED Certification.

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.

Building Design and Construction

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

Criteria

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

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

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

And/or

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

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

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

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

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

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

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

Boston University incorporates sustainable building practices into small renovations and large construction projects alike. Building design and construction takes a broad spectrum of green building strategies into account. To accomplish this, the University uses the U.S. Green Building Council’s LEED Certification System to track opportunities in transportation, site development, water efficiency, energy efficiency, waste reduction, materials and resources, and indoor environmental quality. New construction projects will meet LEED Certification standards.

Completed projects include: LEED Silver Sargent College, 33 Harry Agganis Way, 888 Commonwealth Avenue, Geothermal Building, and LEED Certified 670 Albany Street, BUMC Building.

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

822,965 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	3,000 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	223,945 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

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

	Certified Floor Area
Minimum Level	0 <i>Square Feet</i>

Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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

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

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

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

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

and policies:

The Sustainability Committee's Sustainable Building and Facility Operations Working Group is in place to identify goals, opportunities, and best practices to reduce the environmental impact of new and existing buildings through increased resource efficiency, improved indoor environmental quality, material selection, and operational procedures.

Specific responsibilities include:

Improving overall efficiency in buildings, grounds and operations

Reducing the use of limited and non-renewable resources

Improving the indoor environmental quality for new and existing buildings

Developing and recommending criteria for building sustainability audits and action plans

Recommending pilot programs and projects to test and verify the proposed strategies, policies and procedures

Recommending projects to the Sustainability Steering Committee

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

<http://www.bu.edu/sustainability/what-were-doing/green-buildings/>

Indoor Air Quality

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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:

14,327,826 *Square Feet*

Gross floor area of building space:

14,327,826 *Square Feet*

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

Boston University's Office of Environmental Health and Safety actively administers an Indoor Air Quality Assessment program, which covers all occupied building space at the University. Air quality assessments performed by EHS address the following issues: ventilation, building materials, water damage and excess moisture, and indoor temperature and relative humidity.

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

<http://www.bu.edu/ehs/services/iaq/>

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.

From the institution:

BU buys locally to reduce fuel usage and greenhouse gas emissions. BU currently purchases everything from dairy, fruits and vegetables, Certified Humane chicken, grass-fed ground beef and burgers from Maine Family Farms, VT organic tofu, organic soy milk and sustainable seafood from 44 local farms and growers. The University also seeks vendors that are committed to sustainable agriculture practices.

The Dining Services Sustainability Program is a campus wide effort to reduce environmental impacts. In order to accomplish this goal, Dining Services partners with suppliers, Facilities, Management and Planning, Sourcing and Procurement, and recycling and composting companies. Together we're working to identify environmentally responsible products and practices that encourage reuse and recycling, and the reduction of energy, fuel, and water use.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Sabrina Pashtan

Sustainability Coordinator

Dining Services

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

Submission Note:

"---" 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:

14

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

[Inventory of sustainable food and beverage purchases.xlsx](#)

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

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

No

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

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

[Inventory of sustainably produced certified products available on site.xlsx](#)

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

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

Boston University Dining Services makes buying locally-grown and third-party certified foods a high priority. Current goals include working to ensure that as much local, seasonal produce as possible given economic feasibility and abundance is captured. Almost all dairy, including milk, yogurt, butter, etc, are bought locally year-round. BU Dining Services serves almost exclusively Humane Certified cage-free eggs, and all the coffee served in residential dining rooms is organic and fair trade.

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

Velocity reports from BU Dining Services' internal accounting system as well as reports from vendors are used to determine sustainable food and beverage purchases.

Total annual food and beverage expenditures:

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	---	---
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

Has the institution achieved the following?:

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

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

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

available:

<http://www.bu.edu/dining/about-us/sustainability/wholesomefood/>

Low Impact Dining

Responsible Party

Sabrina Pashtan

Sustainability Coordinator

Dining Services

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

22

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

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"):

The University's Dining Services offers vegan meals for breakfast, lunch and dinner across campus each day. Each dining hall offers a vegan option for both breakfast, lunch, and dinner. In addition, most meals can be prepared vegetarian upon request. "Make a Difference Monday" is a day each week when all residential dining halls serve foods with a lower carbon footprint. It's also an opportunity for education through station signs that discuss what makes each meal sustainable, posters, website and Facebook postings, and table tents. No beef or pork is served on these days and the focus is on local produce, sustainable seafood as well as more vegetarian and vegan options. On a daily basis, BU Dining Services also offer vegan pizzas, desserts, and deli sandwich options such as Beyond Meat chicken salad. Trainings are conducted with employees to educate them on veganism and vegetarianism, and also use separate cooking vessels and utensils for vegan foods.

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

Dining Services' policy is to procure the most environmentally responsible products available that are economically feasible. Dairy is purchased from local companies that source from local dairy farms, which include Hood milk, Cabot Creamery sour cream, butter, and cheese. The University's Dining Services also supports the humane treatment of animals and as such, has converted all of the eggs on campus to cage-free (with the exception of EggBeaters and egg patties at Breadwinners, both of which are not available with cage-free eggs).

Similarly, Dining Services purchases sustainable seafood including farmed mussels and clams. Using the Monterey Bay Aquarium Seafood Watch and the Marine Stewardship Council certification as guides to choosing sustainable seafood, some of the local, sustainable seafood offerings include farmed blue mussels, MSC-certified Pacific Cod, basa and Maine lobster.

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

<http://www.bu.edu/dining/nutrition/vegetarianvegan/>

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

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.

From the institution:

sustainability@BU views energy efficiency as the most important issue within the University's sustainability efforts. The efficient use of energy reduces the University's exposure to market volatility, ongoing operating costs, and CO2 emissions, which contribute to climate change. In order to most effectively address cost and emissions, we must first reduce energy consumption.

Since 2006 Boston University has grown by 6.7% while reducing its energy consumption by 4.2%.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

Criteria

Part 1

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

Part 2

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

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

Submission Note:

Boston University's approach and progress on energy efficiency can be found on the following websites:

<http://www.bu.edu/sustainability/what-were-doing/energy/>

<http://www.bu.edu/facilities/what-we-do/energy/>

Calculating energy, water, and greenhouse gas metrics involves an ongoing process of validation. This process resulted in a refinement of our data from 2005 through the present.

"---" 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	1,764,384 <i>MMBtu</i>	1,842,324 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	679,326 MMBtu	684,529 MMBtu
District steam/hot water	168,475 MMBtu	178,326 MMBtu

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	14,327,826 Gross Square Feet	13,426,870 Gross Square Feet

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	4,985,985 Square Feet
Healthcare space	39,141 Square Feet
Other energy intensive space	

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

	Degree Days
Heating degree days	5,857
Cooling degree days	871

Source-site ratios::

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

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

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

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

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

Five buildings employ unoccupied modes in their Building Management Systems. BU has Schneider and Siemens BAS systems. 25% of all building space (square footage) is equipped with timers for temperature control.

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

LED lighting is increasingly used on both the Charles River and Medical campuses. The following buildings currently include LED lighting:

Fitness and Recreation Center

575 Commonwealth Avenue

George Sherman Union food court

590 Commonwealth Avenue auditorium

W Building on the Medical campus

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

Lighting sensors (both daylight and occupancy) are installed in over 20 locations across the Charles River and Medical Campuses.

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

N/A

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

One building uses a geothermal heat pump system on the Charles River Campus

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:

Buildings with existing building energy management systems (EMS) undergo independent 3rd-party engineering studies to determine and quantify savings related to introducing setbacks and controls, occupancy schedules, VFDs, efficient lighting, etc. that are connected to the EMS to be monitored and controlled for optimization. A firm will be hired to perform the necessary changes for retrocommissioning.

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

33 buildings on the Charles River Campus and 7 buildings on the Medical Campus have building management systems. These include Andover/Schneider and Siemens systems. 25% of building space is monitored with a centralized energy management system. All of buildings on campus are metered for electricity, oil, gas, and/or steam, however some buildings are on shared systems and are not independently metered.

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

Rentable "Mini-Fridges" are all energy star appliances. Consistent with apartment renovations across campus, any existing equipment is replaced to be energy efficient including fridges and lighting. New programs in development include A-19 LED bulb swap programs, and efficient printers across campus.

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

In new construction, green roofs, water harvesting for irrigation of surrounding landscapes, and planting of new trees and vegetation are considered and adopted as appropriate.

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

Sargent College has an occupancy sensor that turns its vending machine on when approached. Vending misers were installed on vending machines across campus and used for over a year. Problems with the debit card readers (the primary point of transaction) caused the program to be terminated, replaced with EnergyStar units across campus.

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

A multi-year initiative to reduce campus energy use by 10% is underway.

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

<http://www.bu.edu/sustainability/what-were-doing/energy/daylight-responsive-lighting-controls/>

Responsible Party

Dennis Carlberg

Sustainability Director

sustainability@BU

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.

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

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.

From the institution:

In keeping with BU's commitment to sustainability, the University has introduced a number of eco-agricultural initiatives, such as integrated pest management, composting yard waste, and implementing organic lawn treatments.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

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

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

	Area
Total campus area	135 Acres
Footprint of the institution's buildings	82.60 Acres
Area of undeveloped land, excluding any protected areas	0 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	49.40 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	3 Acres
Managed organically, third party certified and/or protected	0 Acres

A copy of the IPM plan:

The IPM plan :

Boston University's Integrated Pest Management program set's thresholds, monitors the presence of pests, and identifies prudent prevention and control methods. The program includes horticultural oil applied to trees and shrubs in late winter and early spring. Spray applications for shrubs and other plants are targeted only when necessary. When applying fertilizer and pesticides, the University operates under strict guidelines from the Massachusetts Department of Food and Agriculture.

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

Sustainability practices appropriate to BU's urban campus regarding landscape management are used 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:

BU's New Balance field was designed to use native plants and species, as well as some ecologically appropriate plants. Native species and ecologically appropriate plants are used when possible. BU does not plant invasive species and their presence is controlled.

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

Boston University began composting yard waste in 2008. In 2012 BU composted 100% of yard waste from the Charles River Campus. Waste from tree removal (typically after major storm events) is being explored. Those practices are applied all over campus, including at the three acre New Balance Field site.

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

Soil is not brought onto campus and landscaping is done using soil resources available on campus.

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

N/A

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

Recent projects were designed to have reclamation tanks. Water reclaimed at the New Balance Field is used for irrigation.

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

The University uses a variety of snow and ice removal strategies with a range of sustainability benefits and challenges. Environmentally preferable magnesium chloride is used on entrances, steps, and sidewalks. Salt is used on driveways, and parking lots. Pre-application is limited to reduce runoff of un-dissolved melting agents. No sand is used, to eliminate the environmental impacts of disposal.

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

N/A

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

No

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

<http://www.bu.edu/sustainability/what-were-doing/green-buildings/grounds/>

Biodiversity

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.

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

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.

From the institution:

In an effort to reduce the University's environmental footprint through the products and services it procures, Boston University first launched its Green Purchasing initiative in 2004, choosing products and services that have a smaller environmental impact in areas such as manufacturing, transportation, recycling, and disposal.

Waste has been reduced through consolidated ordering and deliveries, so products arrive in bulk, reducing trip frequency. Reduction in supplier packaging materials has also been implemented, further reducing our environmental impact.

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

Through Boston University's purchasing system, 100% of desktop, laptop, and monitor purchases made through BU's purchasing system meet EPEAT Gold standards.

"---" 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:

[BU PC&Apple Standards.pdf](#)

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:

Boston University uses SAP SRM for procurement including catalog and contract management. Purchases of computers are made from preferred vendors who offer EPEAT certified products. The procurement system ensures that policy and guidelines are followed. The University lists standard systems to be purchased by departments. This list is maintained by Sourcing and Procurement as well as the Support & Infrastructure Governance Committee. Currently all Apple and Lenovo systems on the list are rated EPEAT Gold and loaded in catalogs for ease of ordering. Purchasing standard systems is required for all administrative departments and highly recommended for all academic departments.

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

No

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

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

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

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

<http://www.bu.edu/sourcing/pc-standards/>

Cleaning Products Purchasing

Responsible Party

Carlos Vazquez

Director

Custodial Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
 - General-purpose, bathroom, glass, and carpet cleaners
 - Biologically-active cleaning products (enzymatic and microbial products)
 - Floor-care products, e.g. floor finish and floor finish strippers
 - Hand cleaners
 - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
 - Plastic film products (e.g. garbage bags/liners)
 - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
 - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
-

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

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

Yes

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

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

The Sustainable Cleaning Program for this building incorporates sustainable cleaning products and materials that are certified sustainable cleaning products – 100% of them.

Building environments have a significant impact on human and environmental health, learning outcomes, productivity and overall sustainability. Based on extensive industry research focused on building maintenance and operations, technology, and cleaning science, Boston University has identified the best tools, products, and practices for maintaining sustainable buildings that protect human health and the environment. This policy adheres to the LEED v3 2009 for Existing Buildings: Operations & Maintenance standard.

The University began its sustainable cleaning program in the 1990's to address concerns for personal safety and the desire to increase efficiencies. A major step was the installation of cleaning command centers to control chemical use, minimize packaging waste, reduce the University's carbon footprint, and lower the chances of chemical related injuries. The program has developed over the years by following best business practices to protect the campus community, reduce waste, and meet the cleanliness goals of the University. Concentrated ongoing efforts have resulted in better means and methods resulting in a more efficient custodial operation. The origins of the sustainable cleaning program at Boston University were based on the collective concerns of Facilities Management & Planning, faculty, staff, and students, combined with information from vendors as technology in the industry changed.

The campus wide program gained momentum when President Brown launched the University's sustainability program in September 2008.

In 2006 the University conducted its first waste audit and determined its recycling rate was 3%. In 2011 the University's recycling rate increased to 31%, but more importantly its total waste reduced by 10% from its 2006 levels.

The following sustainable cleaning procedures contributed to this waste reduction:

- Greater than 60% source reduction from folded to rolled paper
- Greater than 54% source reduction from small toilet paper rolls to large coreless rolls
- Greater than 30% source reduction from efforts to right size its waste liners
- Preventative maintenance program to extend lifecycle of equipment by over 20%
- Cradle-to-cradle approach used for cleaning equipment where suppliers take back equipment at the end of its useful life to the University.
- Greater than 70% chemical and packaging source reduction through concentrated chemical command centers.

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

All products used by Boston University are super concentrated and dispensed from 600 Dilution Controlled Dispensing units located throughout campus. Custodial Services is centrally managed on each campus ensuring the University's Green Cleaning Procedures are followed.

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:

320,000 US/Canadian \$

Total expenditures on cleaning and janitorial products:

350,000 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:

Yes

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

Boston University has exemplary Green Cleaning Procedures in place using Green Seal and EcoLogo certified cleaning products. 91.4% of all cleaning and janitorial products used by the university are Green Certified Cleaning products and in the next few year, the Custodial Department envisions this number reaching 100%. All LEED buildings have a 100% performance metric.

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

The sections of the cleaning contract(s) that reference certified green products:

The website URL where information about the institution’s green cleaning initiatives is available:

<http://www.bu.edu/sustainability/what-were-doing/green-buildings/sustainable-cleaning-program/>

Office Paper Purchasing

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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:

[BU Stationery Standards.pdf](#)

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 requirements are part of BU's brand standards for stationery and business cards.

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	149 <i>US/Canadian \$</i>
30-49 percent	132,491 <i>US/Canadian \$</i>
50-69 percent	10,861 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	34,228 <i>US/Canadian \$</i>

Total expenditures on office paper :

421,986 *US/Canadian \$*

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

Inclusive and Local Purchasing

Responsible Party

Dennis Carlberg

Sustainability Director

sustainability@BU

Criteria

Part 1

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

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

Part 2

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

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

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

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

Yes

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

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

As a world class research institution with wide-ranging supply needs, Boston University recognizes the value that our suppliers provide to the University community. We seek to create strategic relationships with suppliers who can provide superior service at the lowest total costs to the varying academic and administrative functions of the University.

Through the Boston University Diverse Suppliers Program (BUDS), BU encourages beneficial competition for University business among small businesses and firms with diversity of ownership, so that our supply base may reflect the face of our student body, staff, faculty, and communities. This commitment reinforces the research and educational objectives of the University, makes good business sense in a steadily diversifying marketplace, and strengthens our communities by creating opportunities for growth. BUDS helps build connections by helping small, minority, veteran, and women-owned businesses work within the BU buying process.

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

Yes

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

2

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

<http://www.bu.edu/sourcing/suppliercenter/supplier-diversity/>

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

Dennis Carlberg
Sustainability Director
sustainability@BU

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?:

None

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

Some

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

[BU Terms and Conditions of Purchase.pdf](#)

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

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:

Every Boston University supplier must pre-register and qualify as a University supplier. Each supplier must agree to the Boston University vendor code of conduct including conflict of interest policy in order to become a supplier. Conflicts of interests are noted and forwarded to the Human Resources and/or Legal offices for review.

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

http://www.bu.edu/sourcing/suppliercenter/supplier_code_conduct/

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.

From the institution:

At Boston University 96.5% of our students and 52% of our faculty and staff take sustainable means of transportation on a daily basis. The reason for this high rate is simple; Boston University is well situated within an urban center and is well integrated with a robust transportation network.

The Charles River Campus has 8 subway stops on the B line, 2 on the C line, 2 on the D line, and 1 commuter rail stop. The Medical Campus has 2 stops on the Silver Line. 12 inter-city bus lines and 4 shuttles service the main and medical campuses, connecting the University with twelve neighboring communities. The University also operates The BUS that connects the two campuses running on a 10 to 20 minute daytime frequency and features 15 stops.

BU is the site of the city's first bike lanes which are now part of an ever-expanding network incorporating more than 50 miles of city streets and parks. To accommodate this popular means of transportation, bicycle storage increased 137% from 2008 to 2009. The City of Boston's Hubway bike share program now includes 5 stations on the Charles River Campus and 2 on the Medical Campus.

The MBTA offers a Semester T-Pass program through the University, which provides an 11% discount. Monthly T-Passes are available with pre-tax dollars for faculty and staff on the CRC through the Employee MBTA Pass Program, and on the BUMC campus, through the BUMC Parking and Transportation Office.

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

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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 :

158

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	6
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	0
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

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

Student Commute Modal Split

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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:

96.50

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)	3.50
Walk, bicycle, or use other non-motorized means	86.50
Vanpool or carpool	0.10
Take a campus shuttle or public transportation	10
Use a motorcycle, scooter or moped	0.10

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

The Medical Campus' system for tracking student commuting uses information from registration of the different programs. The Charles Campus' data is based upon calculation of permit and T-Pass registration figures divided by total number of students.

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

<http://www.bu.edu/sustainability/what-were-doing/transportation/>

Employee Commute Modal Split

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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:

52

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)	48
Walk, bicycle, or use other non-motorized means	34
Vanpool or carpool	3
Take a campus shuttle or public transportation	15
Use a motorcycle, scooter or moped	0.10
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:

The Medical Campus' system for tracking employee commuting uses information from registration of the different programs. The Charles River Campus' data is based upon calculation of permit and T-Pass registration figures divided by total number of employees.

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

<http://www.bu.edu/sustainability/what-were-doing/transportation/>

Support for Sustainable Transportation

Responsible Party

Dennis Carlberg

Sustainability Director

sustainability@BU

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

Submission Note:

<http://www.bu.edu/parking/>

(This is the website for the Parking and Transportation Services office at BU, who also oversees the campus shuttle system and the bike safety website which promotes cycling and safety. These other services' websites are also located within this website.)

"---" 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:

Boston University has nine indoor bicycle parking facilities. Five are in dorms located on the Charles River Campus at 504 Park Drive, 33 Harry Agganis Way, 25 Buick Street, and 700 Commonwealth Avenue with a total capacity for more than 550 bicycles. The 33 Harry Agganis Way location also provides shower facilities and lockers for cyclists. Three others are situated on the Boston University Medical Campus at 710 Albany St, 840 Harrison Avenue, and 88 East Newton Street. Combined, these cages hold 340 bikes. On BUMC, cyclists can also take advantage of amenities like use of the four available bike pumps in the bike cage and if they forgot their lock, they can borrow one for 24 hours.

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:

There are over 4,100 bike spaces along the Charles River campus; 600 of which are found within bike rooms throughout the campus, with the remaining spaces in bike racks strategically placed in courtyards, beside buildings, along pedestrian malls, as well as along Commonwealth Ave. On BUMC, the eight available bike racks can hold a total of 137 bikes. Locations include BMC Menino Pavilion, Albany St. outside the Boston Medical Center Emergency Entrance, East Concord St. in front of the Medical School, and East Concord St. close to the Talbot building, as well as the 610 & 710 Albany Street Garages which are sheltered from the weather.

A map of these spaces can be found by visiting BU's bike safety website at bu.edu/bikesafety. The website states that if bikers discover a location with insufficient bicycle parking, they are encouraged to inform Parking & Transportation Services of that location in an email. Parking & Transportation Services quickly evaluates and responds to all suggestions.

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

Yes

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

Boston University is an active partner with the City of Boston's Boston Bikes and

MassBike.org

, promoting City and State laws and initiatives. In addition to a Bike Safety Committee comprised of students, faculty, and staff, the University maintains a Bike Safety website (

www.bu.edu/bikesafety

) which promotes safety education and awareness, safety and advanced riding classes, racks & routes interactive Google maps, and community cycling events and activities. The University sponsors an annual Bike & Pedestrian Safety Day (5,000+ average attendance) and distributes materials with local cycling laws and cycling safety tips to over 11,000 on-campus undergrads. TranSComm is also a member of WalkBoston, which promotes walking safer and easier in Massachusetts to encourage better health, a cleaner environment and vibrant communities. Lastly, the University stenciled Look Left for Bikes in every crosswalk and enhanced the city's bike lanes with fluorescent green paint and reflectors in the leading edge of the lanes.

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:

In August 2011 the City of Boston's Hubway program was launched with more than 600 bicycles at 61 stations located widely throughout Boston. Six Hubway stations are located on the Charles River Campus and one is located at the Medical Campus. In 2012, Hubway expanded into surrounding neighborhoods and communities, creating a more robust regional system.

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

Yes

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

Boston's annual Bike Friendly Business Awards recognize companies that incorporate bike-friendly practices in their daily operations that encourage their employees or customers to ride their bikes. Each year, more Boston companies apply for "bicycle-friendly" status. Gold, Silver, and Bronze awards are distributed according to the number and scope of bike friendly practices a company undertakes. Basic practices include installation of outdoor bike racks, financial incentives for bike commuters, or frequent use of bike messengers. More significant steps are recognized at a higher level, such as providing secure covered bike parking, offering shower facilities for commuter employees, or making Hubway corporate memberships available. In 2013, The Charles River Campus received a Bronze Medal.

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):

The Charles River Campus is organized along the MBTA's B Line with nine campus stops along Commonwealth Avenue. The C and D lines serve South Campus. Boston's mass transit network extends beyond its subway and trolley system with four bus lines that serve the Charles River Campus. The Medical Campus (BUMC) has eight bus routes which connect the University with twelve neighboring communities.

The MBTA offers a Semester T-Pass program through the University and BUMC, which provides an 11% discount. Monthly T-Passes are available with pre-tax dollars for faculty and staff on the CRC through the Employee MBTA Pass Program, and on the the BUMC campus, through the BUMC Parking and Transportation Office (TranSComm).

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

No

A brief description of the GRT program:

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

Yes

A brief description of the carpool/vanpool program:

The BU Rideshare Database was developed to help interested members of the Boston University Community coordinate carpooling with like-minded colleagues. The Rideshare Database requires secure access with a username and password in order to log into the system. On BUMC, carpoolers get preferential parking as they are allowed to park on the first floor of the 610 Albany St garage. BU currently has over 100 active carpoolers.

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:

Boston University supports car sharing through its partnership with Zipcar, where students, faculty and staff can receive discounted memberships. Nine Zipcar vehicles are located on the Charles River Campus and the Medical Campus has four conveniently situated Zipcar locations, two on campus and two across the street.

Members can choose between hybrids and other low emissions vehicles, all of which have been SmartWay Certified by the Environmental Protection Agency. Students, faculty, and staff can join Zipcar for only \$25 per year, pay no application fee, no monthly minimum, and no membership deposit.

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:

There are a total of 4 charging stations available to the BU community on BUMC: 2 240V charging plugs and 2 120V chargers. A total of 6 parking spots are available.

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

No

A brief description of the telecommuting program:

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

No

A brief description of the condensed work week program:

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

Yes

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

The Office of Rental Property Management offers and promotes On Campus Housing to Faculty and Staff. Discounted MBTA passes, the BUS and Zipcar discounts with thirteen Zipcars on campus are a few other incentives and 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:

BU prohibits idling. Massachusetts State regulation of a five minute limit for idling is enforced at Boston University. The Medical Campus has “no idling” signs posted. Academy Bus, the company that manages the Boston University Shuttle, complies with the Massachusetts State regulation. If The BUS is idling beyond 5 minutes, the bus automatically turns off.

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

<http://www.bumc.bu.edu/transcomm/>

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.

From the institution:

Boston University began work to improve the University's waste and recycling efforts in 2006 with a waste audit conducted on the Charles River Campus. The audit revealed a recycling rate of 4% for the Charles River Campus and 3% overall with the Medical Campus included. The University has increased its diversion rate to 33% in 2014. This increase can be attributed to two factors: Dining Services moving to trayless dining and food waste composting, and the grassroots efforts of concerned faculty, staff and students across campus supported by the University providing the necessary recycling infrastructure.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Dennis Carlberg
 Sustainability Director
 sustainability@BU

Criteria

Part 1

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

Part 2

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

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

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

Submission Note:

While figures entered for the "Weighted Campus Users" calculations are from FY06, sustainability@BU was only able to collect CY06 data for "waste generated." Because both are 12-month time periods and share a 6-month overlap, we regard them as comparable.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	1,805 Tons	361 Tons
Materials composted	1,193 Tons	0 Tons
Materials reused, donated or re-sold	287 Tons	0 Tons

Materials disposed in a solid waste landfill or incinerator	6,657 Tons	9,638 Tons
--	------------	------------

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	11,347	11,185
Number of residential employees	184	181
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	25,599	24,623
Full-time equivalent of employees	9,854	8,439
Full-time equivalent of distance education students	2,596	1,605

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

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

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

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

Waste audits of the Warren Towers building, which includes dorm rooms, offices, study lounges, a mail room, and a laundry room, are performed before and after the implementation of behavioral signage. The data collected serves to evaluate the efficiency of communication strategies and is used as a reference for waste minimization strategies in other non-dining buildings on campus.

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

In February 2011, sustainability@BU began a collaboration with the BU Sourcing & Procurement team and Office Depot to implement the 'We Bagged the Box' pilot program, swapping out corrugated cardboard boxes for paper bags for orders under 30 pounds. This switch is expected to save the University approximately 4 tons of wood, 22,000 pounds of carbon dioxide emissions, 25,000 gallons of wastewater and 2,000 pounds of solid waste every year.

Office Depot is the primary office supplier for BU, carrying out deliveries campus-wide. So far the "We Bagged the Box" pilot program has been implemented in four departments. It has been met with such success that the University plans to expand the program in the coming months.

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

The sustainability@BU Exchange is a free service that allows BU employees to swap items with colleagues around the office and throughout the University. It provides a way to reuse supplies & furniture within the University. To benefit from the service, employees fill out an online form, upload a photo of the item and submit their request.

(See

<http://www.bu.edu/sustainability/campus-resources/reduce-reuse-recycle/exchange/>

for more information)

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

All course catalogs, course schedules, and directories are only available online. These documents are no longer printed.

(See

<http://www.bu.edu/phpbin/course-search/>

for more details)

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

In 2009, Boston University enacted a strictly enforced printing quota for all students. Every undergraduate student, faculty member, and staff member is allocated 100 sheets per semester and graduate students are allocated 500 sheets per semester. Double-sided printing is available at all on-campus print center locations. Print allocations are reset each semester and there is a fee for each page that exceeds the allocated limit.

(See

<http://www.bu.edu/phpbin/myprint/help/about.shtml>

for more information)

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

In order to reduce waste during the move-out period, Boston University has partnered with Goodwill Industries since spring 2010. The move-out program gives students the opportunity to donate unwanted goods to Goodwill during the last month of the academic year. Collection bins are placed in fifteen convenient locations throughout campus so that students may have easy access to drop-off areas. Goodwill collects clothing and other goods from each location and then sells those items in stores to support important local job training and youth programs. Goodwill, not Landfill is now implemented at the end of each semester to capture all the good stuff students leave behind when they move out of their dorms. The Goodwill, Not Landfill move-out program diverted 99.66 tons of good stuff from landfills in 2014. Since May 2009, this program has diverted 327.26 tons of clothing, electronics, and housewares from the landfill.

(
<http://www.bu.edu/sustainability/campus-resources/move-in/move-out-2/>

)
During move-in, Scarlet Squad volunteers are trained to guide incoming students and families in recycling cardboard. This year, through a coordinated effort with FM&P, Custodial Services, Residence Life, Housing, BUPD, Save That Stuff (BU's recycling vendor), the Scarlet Squad, and sustainability@BU, the University recycled 25.3 tons of cardboard.

(
<http://www.bu.edu/sustainability/campus-resources/move-in/move-in-cardboard-recycling/>

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

In February 2011, sustainability@BU began a collaboration with the BU Sourcing & Procurement team and Office Depot to implement the 'We Bagged the Box' pilot program, swapping out corrugated cardboard boxes for paper bags for orders under 30 pounds. This switch is expected to save the University approximately 4 tons of wood, 22,000 pounds of carbon dioxide emissions, 25,000 gallons of wastewater and 2,000 pounds of solid waste every year.

(See

<http://www.bu.edu/sustainability/what-were-doing/waste-reduction/we-bagged-the-box-2/>

for more information)

Since 2009, sustainability@BU has provided reusable coffee mugs to community members who sign up to Join The Challenge, a monthly competition to reduce our environmental footprint.

(See

<http://www.bu.edu/sustainability/what-you-can-do/ten-sustainable-actions/bring-your-own-mug/>

for more information)

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

Waste audits are conducted on an annual basis to track and measure waste disposal. Composting Comes Out is a program of peer education and awareness in the dining halls. Student volunteers help students scrape their leftovers into the compost barrel, which is normally done behind the scenes in the dishroom. Stickers are also handed out to students that have not left any leftovers on their plate to

help discourage food waste.

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:

Food waste audits are performed on a daily basis in most locations on campus through an Aramark food waste reduction initiative. All food waste is collected in clear containers, weighed, recorded, and entered into a database to track progress. The clear containers also give chefs the opportunity to provide feedback to Dining Services' cooks on how to reduce trimming and prep waste.

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

All residential dining halls have been trayless since 2008. The majority of food is also made to order and smaller plates and portion sizes make for tapas style dining in our new dining hall, Marciano Commons.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

At BU's main food court, customers are given the option of using reusable tableware, compostable to-go tableware, or a reusable to-go container. Residential dining halls use exclusively reusable tableware. At several other smaller retail locations on campus, compostable to-go containers are used as well. Reusable to-go containers have been available for purchase at the student union since September 2011 and can be used at the food court. Customers using the reusable to-go containers are given a \$0.25 discount each time it is used.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

All residential dining halls use exclusively reusable dishware.

Several food containers, napkins, boxed lunches, takeout containers as well as Starbucks cups use post-consumer recycled content. The majority of disposable tableware (about 90%) purchased at Boston University is compostable and biobased; the rest is recyclable. Twelve out of fourteen locations that offer compostable disposables offer post-consumer composting. Polystyrene was eliminated from campus in 2008.

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:

Dining Services offers a \$0.25 reusable mug discount at every coffee-serving location on campus. This discount applies to all drip coffee and tea. A \$0.25 discount is also offered for customers that use our reusable to-go container.

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

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

<http://www.bu.edu/sustainability/what-were-doing/waste-reduction/>

Waste Diversion

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

Criteria

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

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

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

Submission Note:

<http://www.bu.edu/sustainability/what-were-doing/waste-reduction/>

<http://www.bu.edu/sustainability/campus-resources/reduce-reuse-recycle/>

<http://www.bu.edu/dining/about-us/sustainability/re/>

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

Materials diverted from the solid waste landfill or incinerator:

3,286 Tons

Materials disposed in a solid waste landfill or incinerator :

6,657 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:

In November 2009, the University began to roll out the recycling infrastructure needed to support a more complete recycling program. This project was completed during the Spring 2010 semester. The campus was divided into sections to best implement the system. Each week a new area was addressed by a team from Facilities Management & Planning, the Sustainability Liaison from the school or college, and a representative from Save That Stuff, the University's recycling vendor. The team walked each floor in every building within the area to design a system that would integrate the recycling and waste stream systems to increase the convenience of recycling and reduce

the volume of the University's waste.

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

Dining Services donates on a daily basis to several local food banks and shelters through BU's Community Service Center's Student Food Rescue (SFR) which was founded by a group of BU student volunteers in the spring of 1988, and has since become an integral part of the CSC.

Volunteers collect nearly 150,000 pounds of food annually from Boston restaurants, supermarkets, bakeries, grocery surplus facilities, and coffee shops. SFR organizes 26 food runs, which salvage food from donor sites and deliver it to area pantries and shelters. SFR also organizes other one-time opportunities and events throughout the year, specifically during Hunger Awareness Week in the fall.

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

BU's pre-consumer food waste program started in 2008 and has expanded to almost every food location on campus (18/20 locations). Barrels are provided for employees to dispose of all organic waste including food waste, paper towels, compostable tableware, coffee grounds, and anything else organic in the kitchen that needs to be disposed of. Each semester, training is provided for employees on how to sort. Organics are sent to one of several compost farms in the Boston area.

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

BU's post-consumer food waste program started in 2008 in the residential dining halls and since, has spread to retail locations as well. Universal signs are posted at retail locations with instructions on how to sort waste. Most tableware on campus is compostable, allowing for it to go into the compost bin. Also, waste from staffed catered events is always diverted to compost, and customers have the option to divert organics at their non-staffed events. The Massachusetts DEP has used Boston University Dining Services as a case study to assist other institutions in the state to prepare for the organics waste ban, effective July 2014. Boston University Dining Services was also the recipient of Mayor Menino and the City of Boston's Sustainable Food Leadership Award in 2012 for our commitment to sustainable food service, including our composting efforts.

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

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

Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	No
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	No
Tires	No

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

Construction and Demolition Waste Diversion

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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.

Submission Note:

On a project by project basis, the University typically maintains a waste diversion rate of 85 to 95%, however the University's overall diversion rates and total construction and demolition debris removal rates are not yet completely tracked.

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

Hazardous Waste Management

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

Criteria

Part 1

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

Part 2

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

Submission Note:

<http://www.bu.edu/sustainability/what-you-can-do/events/sustainabilityhelpdesk/>

"---" 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:

Chemical users are trained to substitute less hazardous chemicals into experiments and lessons wherever possible. An acetone recycler is used to reclaim waste acetone solvent for reuse within the laboratory. In teaching laboratories, Environmental Health and Safety works with the instructors to build waste management plans for each course which minimizes the amount of waste generated and ensures proper segregation and collection. EHS conducts outreach to laboratory groups to help them avoid reagents that have mercury contamination.

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

Each user of hazardous chemicals is taught to identify hazardous wastes and is provided with all the materials necessary to collect and manage them safely. Full containers are managed through final disposal by EHS. The hazardous waste collection and disposal program

includes many chemicals which do not meet a regulatory definition of 'hazardous waste' but should be collected to protect the environment. Universal wastes are managed in a similar fashion, with disposal endpoints carefully selected. An extensive training program and regular inspections are critical to these efforts.

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

During the past three years, the most significant hazardous materials spill events were a spill of 3 liters of ethyl ether, and a spill involving 1 liter of decahydronaphthalene. In both cases the spills occurred inside of a laboratory with minimal exposure to personnel. Internal notifications occurred through a 24-hour emergency phone and EHS on-call program. The EHS on-call program trains and equips staff to respond to and manage these types of events. In both situations described above, the local fire department was notified and an outside contracted vendor was called into clean up the spills. Neither event was classified as a release which must be reported to environmental agencies, though conversations were had with the state Department of Environmental Protection after both events. All clean-up materials were disposed of as hazardous waste, and incident reports were filed to document the events according to EHS protocol.

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

An intranet Research Information Management System (RIMS) has been implemented to organize and track research activities on campus. One facet of RIMS is that each laboratory maintains an on-line chemical inventory. The surplus chemical re-use system allows laboratories to mark chemicals in their inventory as 'surplus', which causes them to show up on the re-use page visible to other laboratories seeking reagents. All components of the RIMS system are only accessible internally with valid usernames and passwords. (See

<http://www.bu.edu/rims/>

for more information)

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):

During the school year, sustainability@BU manages the Sustainability Help Desk where the BU community can learn about ways to recycle electronics. sustainability@BU interns also collect electronics as well as other other items that people bring to be recycled. Electronics are then picked up by IRN.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected,
[STARS Reporting Tool](#) | [AASHE](#)

and environmental standards are met:

The Institutional Recycling Network (IRN) works with Boston University and many other area universities and a network of local recycling facilities in Massachusetts. The IRN works with ACB Recovery to handle all the University's electronics recycling needs. ACB is committed to maintaining a safe workplace, and to providing employees with appropriate training and equipment to maintain a safe and accident-free work environment.

All employees are instructed upon hire in procedures to ensure the safe performance of their responsibilities, including lifting, equipment operation, and tool operation.

Employees are provided with and instructed in the use of appropriate safety equipment, including (as relevant) safety goggles, steel-toed footwear, hearing protection, gloves, and protective clothing.

Employees are encouraged to report any conditions that they believe may contribute to an unsafe working condition.

ACB is committed to providing service that not only complies with all state and federal regulations affecting the handling of electronic equipment (particularly cathode ray tubes, or CRTs, which because of their leaded glass content can be classified as a hazardous waste when discarded), but also ensures a level of safety and proper handling that goes well beyond compliance. For example, ACB is committed to ensuring that re-usable equipment is marketed only to reputable domestic and pre-qualified international markets, and is not exported for recycling to second- and third-world countries with lax environmental controls.

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

<http://www.bu.edu/sustainability/what-were-doing/waste-reduction/institutional-recycling-network-irn/>

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

Dennis Carlberg
Sustainability Director
sustainability@BU

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:

High

Total water use::

	Performance Year	Baseline Year
Total water use	379,008,376 Gallons	434,925,867 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	379,008,376 Gallons	434,925,867 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	11,347	11,185
Number of residential employees	184	181
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	25,599	24,623
Full-time equivalent of employees	9,854	8,439
Full-time equivalent of distance education students	2,596	1,605

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	14,327,826 <i>Square Feet</i>	13,426,870 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	0.02 <i>Acres</i>	0.02 <i>Acres</i>

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

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

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

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:

Completed in June of 2012, the Medical Student Residence at 815 Albany Street uses landscape features that are designed to require as little water as possible and the residence uses 100% rainwater harvesting for irrigation, resulting in an 11% reduction in water use for irrigation.

The New Balance Field uses a rainwater storage tank; in addition to rainwater, the tank captures and reuses the water that is released onto the field by the six water cannons used to wet the playing surface before and during field hockey games.

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

Percent of building space with water metering: 100%.

Boston University has building-level metering across campus, including sewer abatement meters on cooling towers and irrigation.

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

The Medical Student Residence has reduced water use in the building by 40% through the installation of features such as low-flow kitchen and lavatory faucets and showers. The Center for Student Services at 100 Bay State features similar low-flow plumbing and kitchen fixtures.

Located in many places on campus, the EcoPower hydro turbine in faucets and toilets is powered by the motion of the water running through it; this motion creates an electrical current, which is then stored in rechargeable cells that power the Smart Sensor Systems. Dual-flush toilets can also be found in around 25 locations on campus and throughout all 47 floors at 33 Harry Agganis Way (Student Village 2).

Waterless urinals are in use at 670 Albany Street.

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

Most washing machines on campus are high efficiency.

Dishwashers at the Center for Student Services have a built in heat recovery system which uses exhaust heat to preheat rinse water, significantly reducing water and energy usage. In addition, these dishwashers only use about 60 gallons of water compared to the 300 gallons per hour used by a conventional dishwasher.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Drought tolerant plants are selected where appropriate in other areas on campus. The Medical Student Residence at 815 Albany Street, for example, uses drought-tolerant landscaping to reduce potable water consumption for irrigation.

A brief description of any weather-informed irrigation technologies employed by the institution:

The University has a decentralized irrigation program with over 140 irrigation systems (approximately 50% incorporate drip irrigation) installed across the Charles River Campus. All these irrigation systems incorporate localized rain sensors to reduce water waste.

A brief description of other water conservation and efficiency strategies employed by the institution:

BU has four Certified Green Restaurants on campus. As part of the certification, certain requirements are met that include low-flow pre-rinse spray valves in dishrooms, low-flow nozzles on prep and hand sinks, as well as Energy Star rated dish machines.

The new dining hall, Marciano Commons, is built in a LEED Gold building and employs state of the art energy savings infrastructure such as a heat recovery system for both HVAC and water heating.

In 2008, Dining Services eliminated the use of trays in all residential dining halls. By doing so, we reduced our water use by an estimated 35,000 gallons per week as well as reduced food waste by 30%.

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

<http://www.bu.edu/sustainability/what-were-doing/water/>

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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:

Stormwater runoff quantity and quality are addressed on a project by project basis. Stormwater is collected in underground cisterns then discharged over time to maintain the groundwater level.

The Medical Student Residence that was completed in 2013, for example, features rainwater harvesting for landscape irrigation, and the Center for Student Services, which became operational in 2012, uses a ground and storm water retention system.

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:

Bioswales are used to reduce surface runoff and to recharge the water table. The university adopts rainwater/storm water management strategies that are sustainable on a project to project basis.

A brief description of any rainwater harvesting employed by the institution:

Boston University installs rainwater harvesting technologies on a project by project basis. To date, the University has installed two large systems totaling 25,000 gallons of capacity --15,000 gallons at the New Balance Field and 10,000 gallons at the Medical Student Residence.

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:

The University employs groundwater recharge technologies in new construction projects to reduce storm water runoff into the watershed and to recharge the water table in the Back Bay.

A brief description of any living or vegetated roofs on campus:

The sustainable roof systems at the Center for Student Services are designed to minimize the urban heat island effect and reduce energy use by using a combination of vegetated roofing, and white, reflective roofing. The vegetated roof is intended to reduce storm water runoff by 60%. Its vegetation consists of drought resistant plants in order to limit the need for irrigation and maintenance.

A brief description of any porous (i.e. permeable) paving employed by the institution:

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

A brief description of any bioswales on campus (vegetated, compost or stone):

The University has installed bioswales as part of the New Balance Field project and others can be found in close proximity of University Road.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

<http://www.bu.edu/sustainability/what-were-doing/water/>

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.

From the institution:

Boston University's Sustainability Committee and its four working groups provide the structure for the University's sustainability program including sustainability@BU, the University's sustainability office. This program provides a means to lead the University in a more sustainable direction to reduce our use of natural resources and operating costs, improve environmental and social impacts, and make sustainability integral to the fabric of Boston University.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Juliette Vandame
Sustainability Intern
FM&P

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:

Since its creation in 2009, sustainability@BU has pioneered many innovative and effective programs at Boston University. The results of the BU community participation to these initiatives has been recognized in various ways.

In 2013, The Princeton Review selected Boston University as one of the most environmentally responsible colleges in the United States and Canada. BU is highlighted for its green buildings and transportation in The Princeton Review's Guide to 322 Green Colleges: 2013 Edition. On May 14, 2013, Mayor Thomas M. Menino announced the 2013 Greenovate Boston Award winners at Boston University's Center for Student Services. There were 18 award winners in total including 13 business, three residential and two sustainable food leaders. These winners were selected for their impressive sustainability achievements and commitment to Greenovating Boston.

In 2012 and 2013, sustainability@BU enabled six buildings on campus to be awarded Gold LEED certifications.

In 2012, in addition to its Silver STARS rating, Boston University ranked 54th Coolest School in the United States, according to Sierra magazine's Cool Schools ranking. Sierra Club, the nation's leading grassroots environmental organization, opens their survey to all four-year undergraduate colleges and universities in the United States and sustainability@BU chose to participate using BU's STARS report to complete the extensive questionnaire about the university's sustainability practices.

The Goodwill Not Landfill program won a third-place Excellence Award from NASPA (Student Affairs Administrators in Higher Education), an advocacy and development group of administrators from 1,400 campuses worldwide.

In 2011, BU's Clean Energy and Environmental Sustainability Initiative (CEESI) won a \$10,000 award from IBM to create a course titled, "Technology and the Global Urban Challenges: Security, Energy, Water, and the Environment".

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 Committee is to advise the University leadership on matters pertaining to the campus environment and sustainability and includes three central goals:

1. Advance sustainable practices on campus to make sustainability integral to the fabric of Boston University
2. Engage the campus in an ongoing dialogue about sustainability and enhance communications across all segments of the community
3. Instill a culture of sustainable long-term planning and forward-thinking

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Co-Chairs:

Gary Nicksa - Senior Vice President, Operations

Cutler Cleveland - Professor, Geography & Environment

Administration:

Karen Antman - Medical Campus Provost

Gary Nicksa - Senior Vice President, Operations

Amy Barrett - Director of Academic Facilities, Co-Chair Buildings WG

Kenneth Elmore - Dean of Students

Willis Wang - Vice President and Associate Provost, Global Operations

Faculty:

Cutler Cleveland - Professor, Geography & Environment

Carolyn Clark - Associate Professor, College of Communications, Co-Chair Communication WG

Michael Gevelber - Associate Professor, College of Engineering, Co-Chair Energy WG

Mark Correia - IMC Assistant Director, School of Education, C-Chair Recycling WG

Richard Reibstein - Adjunct Professor, Geography & Environment

Linda Grosser - Clean Energy & Environmental Sustainability Initiative Director

Staff:

Thomas Daley - Associate Vice President FM&P

David Flynn - Assistant VP FM&P, Co-Chair Buildings WG

Scott Keene - Executive Director FM&P, Co-Chair Energy WG

Dennis Carlberg - Sustainability Director FM&P, Co-Chair Communication WG

Barbara Laverdiere - Director of Dining Services

Lisa Tornatore - Sustainability Outreach Coordinator

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

<http://www.bu.edu/sustainability/about-us/structure/sustainability-steering-committee/>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The sustainability@BU office is located within Facilities Management and Planning which provides critical access to ongoing collaboration opportunities within the University's operational staff and infrastructure. The University employs three full time sustainability professionals, the Sustainability Director, the Sustainability Outreach Coordinator, and the Dining Services Sustainability Coordinator. In addition, student interns provide substantial support in communications and outreach, recycling, green building certification, green office certification, sustainability metrics tracking and reporting, and administrative support.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

3

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

<http://www.bu.edu/sustainability/about-us/sustainabilitybuteam/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Dennis Carlberg, Sustainability Director, and Lisa Tornatore, Sustainability Outreach Coordinator

A brief description of each sustainability officer position:

The Sustainability Director is responsible for developing and implementing a strategy to integrate sustainability principles into the operational functions of the University. Through communicating, informing and promoting these principles and programs throughout the University, the Sustainability Director acts as the campus spokesperson on sustainability, providing outreach to local and national organizations as well as funding agencies.

The Sustainability Outreach Coordinator is responsible for engaging faculty, staff, and students in campus sustainability. Through existing programs and newly developed ones, she provides and supports training of faculty, staff, and students. She serves as the primary contact person and outreach coordinator for all on-campus sustainability activities and contributes to strategy development, ongoing evolution, execution, measurement, and reporting of the strategy for sustainability@BU.

The Sustainability Coordinator for Dining Services' mission is to serve the BU community wholesome, delicious food in the most sustainable manner through socially responsible procurement, energy efficient operations, and a comprehensive waste management program.

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

<http://www.bu.edu/sustainability/about-us/sustainabilitybuteam/>

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

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.

Submission Note:

Boston University is in the process of finalizing its first Sustainability Strategic Plan. It is being developed with multiple stakeholders across the University and uses the STARS systems as a framework for setting goals for the future in specific categories.

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

Responsible Party

Juliette Vandame
Sustainability Intern
FM&P

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.

Submission Note:

<http://www.bu.edu/fafc/>

"---" 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:

Boston University Student Government works to represent the voice of the undergraduate student community. The different branches that constitute BU Student Government allow enrolled students to participate in governance bodies at various levels of the university. The Student Union, representing the interests of all undergraduates at BU, brings events and activities to campus. The Union includes representatives from school and college governments, Consortia (student groups) and Residence Hall Associations. School and College Student Governments act as liaisons to the administration of each school in the interest of the student body. They organize activities including orientation programs, lectures, films, and dances. Residence Hall Associations (RHAs) work on behalf of students to enhance the quality of life in their residences. Each RHA develops educational, cultural, recreational and social programs for its own residence hall.

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:

The Executive Branch manages the programs, processes, and services authorized by the Senate, Constitution, and by laws of the Student Government and the Student Administrative Bodies. The Judicial Commission arbitrates appeals, implementation of all constitutional amendments, assessing the constitutional values of legislation, providing counsel when asked; administer decorum in Senate and the House. The Senate is the representative body of Boston University students that both governs and carries out the legislative process and is the only body to act as the direct student voice. The House of Representatives is the representative voice of the student organizations of Boston University. It serves to give voice to those not directly represented in the Senate and allows student groups to express their voice within the structure of Student Government. All members are enrolled BU students and some are elected from the Student Body while others are internally elected members.

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	---
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 student role in regard to each area indicated, including examples from the previous three years:

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:

Professors and lecturers, with at least a half-time appointment, are members of the Faculty Assembly. The Faculty Assembly meets at least twice during the academic year. The Faculty Council is the representative body of the Faculty Assembly at Boston University. The Executive Committee is comprised of the Chair, Vice-chair or Past-chair, Secretary-treasurer, and the chairs of the Standing Committees. Individual faculty members can also volunteer to serve on one of the Standing Committees, or special task forces of the Faculty Council.

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:

The Faculty Council is the representative body of the Faculty Assembly at Boston University. The Faculty Council members are members of the Faculty Assembly who are elected to represent their individual school or college, either as a representative or as an alternate. The Executive Committee is comprised of the Chair, Vice-chair or Past-chair, Secretary-treasurer, and the chairs of the Standing Committees. The Faculty Council Vice-chair and Secretary-treasurer are elected by the Faculty Assembly. The Vice Chair serves a term of one year, before becoming Chair. The chairs of the Standing Committees are elected by the Faculty Council to serve for two years. Each school or college is responsible for holding its own election for representatives and alternates.

Do faculty 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 faculty role in regard to each area indicated, including examples from the previous three years:

The website URL where information about the institution’s governance structure is available:

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

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.

From the institution:

Boston University awards millions of dollars in need-based grants and merit awards to incoming students annually. We strive to ensure that equal opportunity is a reality at Boston University, that our faculty, staff, and students can work and study in an environment free of unlawful harassment and discrimination, and that the University meets its obligations under federal and state equal opportunity and affirmative action laws and regulations.

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

Dennis Carlberg
Sustainability Director
sustainability@BU

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

Submission Note:

<http://www.bu.edu/hr/training/>

<http://www.bumc.bu.edu/fd/>

<http://www.bu.edu/ceit/events/teaching-talks/>

"---" 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?:

No

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	---
Employee diversity and equity	---

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The full-time equivalent of people employed in the diversity and equity office:

The website URL where information about the diversity and equity committee, office and/or officer is available:

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:

The Howard Thurman Center offers a number of cultural competence activities and trainings to students throughout the year. Their website lists past events that were available to all students.

The Equal Opportunity Office provides formal training for managers, employees and administrators on sexual harassment, discrimination, and other EO topics. Training is offered on a regular basis through the Get Trained! series of professional development workshops provided by Human Resources. Training is also provided for departments and other employee groups by request.

The same trainings available to staff members is available to faculty. Additionally, the BU School of Medicine is currently developing the Office of Medical Education Faculty Development Program, that consists of workshops, seminars, and online modules. This is a new program to assist faculty and staff with increasing their teaching effectiveness by providing a central location for medical education information, self-paced quick tutorials on teaching and educational career development strategies.

Additionally, the Boston University Center for Excellence and Innovation in Teaching offers a variety of Teaching Talks and Teaching STARS Reporting Tool | AASHE

Tech Talks, focused on teaching and the professional development of faculty and graduate-student teachers. Teaching Talks focuses primarily on pedagogy, while Teaching Tech Talks dives deeper into the use of technology to enhance teaching.

The website URL where information about the cultural competence trainings is available:

<http://www.bu.edu/thurman/programs/>

Assessing Diversity and Equity

Responsible Party

Dennis Carlberg

Sustainability Director

sustainability@BU

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
-

Submission Note:

Boston University, like all federal contractors, prepares an Affirmative Action Plan annually. The most recent plan for 2014 is currently being developed. It is not possible to provide results in this format, since the plan analyzes the entire employee population by job group and it is a very extensive analysis. The results are used to assist the University in understanding whether our employee population has appropriate representation of women and minorities in the various types of employee groups. This information informs us of where efforts need to be directed to improve recruiting for certain kinds of positions.

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

Support for Underrepresented Groups

Responsible Party

Dennis Carlberg

Sustainability Director

sustainability@BU

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

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

Yes

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

The Howard Thurman Center provides individual and group mentoring, peer support, and community building through specific programs and relationships with the Director, Assistant Director, professional and student staff and volunteers. The Center also hosts Welcome Receptions for under-represented groups at the beginning of the semester and supports other schools and departments mentoring and training programs.

The Howard Thurman Center assists in the development, planning, and implementation of projects designed to build common ground within BU's diverse student body. Projects include a Book Club and Tea Club, a Cultural Mentorship Program, the Culture Shock Blog, TEDxBU, and the Council for Global Citizenship.

The Cultural Mentorship Program is dedicated to creating a rich and meaningful experience for incoming African American, Latino and Native American first-year students. Based on the Howard Thurman philosophy of common ground, first-year students are paired with returning students who share similar cultural, academic, and social interests.

The Boston University Women's MBA Association is a student-run organization that provides career guidance and support to women currently in the MBA program by providing access to professional women leaders, educating members about topics related to work-life

balance, career advancement, and networking, and uniting men and women in addressing women-related issues in the workplace.

Cohort Q is a student-run club for LGBT students that connects and supports LGBT students within the School of Management.

Spectrum is Boston University's Queer and Allied Student Group with a purpose of organizing cultural, social, and political events, as well as facilitating increased public awareness, tolerance, and support for the GLBTQA community.

The University is committed to providing equal and integrated access for individuals with disabilities to all the academic, social, cultural, and recreational programs it offers. Disability Services provides services and support to ensure that students are able to access and participate in the opportunities available at Boston University.

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.bu.edu/thurman/>

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:

Boston University has an Equal Opportunity Policy prohibiting discrimination on the basis of membership in a protected class (e.g., race, color, age, sex, disability, etc.) and retaliation for bringing forward a complaint of discrimination. We also have a Sexual Harassment Policy prohibiting sexual harassment and retaliation for bringing forward a complaint of sexual harassment. Boston University has two offices that investigate complaints of discrimination. In cases where the named accused is an employee, the Equal Opportunity Office investigates. In cases where a student is accused, the Office of Judicial Affairs investigates. Depending upon the circumstances, other offices might respond to incidents of bias, for example, the Dean of Students Office, the Boston University Police Department, Human Resources, and the Deans Offices in the schools and colleges are among those that might have a role in responding to an incident. Support is offered to victims by a number of offices, including but not limited to the Sexual Assault Response and Prevention Center (which supports student victims of any kind of trauma or crisis), Behavioral Medicine, the Faculty/Staff Assistance Office, the Dean of Students Office, the Office of Residence Life for resident students, and the Equal Opportunity Office.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://www.bu.edu/eoo>

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

Dennis Carlberg

Sustainability Director

sustainability@BU

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.
-

Submission Note:

Based on the recommendations of a review committee, the University began phasing out the University Professors Program in May 2009 and completed this process in May 2011.

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

Affordability and Access

Responsible Party

Dennis Carlberg
Sustainability Director
sustainability@BU

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
- B. The graduation/success rate for low-income students
- C. The percentage of student financial need met, on average
- D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

<http://www.bu.edu/family/childcare-centers-on-campus/>

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

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

In Fiscal Year 2012, BU awarded \$57 million in need-based grants and merit awards to incoming students. Those with need-based grants had 92% of their calculated financial eligibility met. Need-based grants are awarded based on a combination of calculated financial eligibility and academic merit. Certain scholarships are offered to academically talented candidates who apply for need-based aid and show minimal or no calculated financial eligibility, but whose calculated family contributions do not substantially exceed the cost of attending BU.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

N/A

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Upward Bound (UB) at Boston University is a federally funded college preparatory program for potential first-generation college and low-income Boston Public High School students. The program, which is a part of Boston University's Boston Public Schools Collaborative Office within the School of Education, serves 75 students who are recruited from one of six target high schools in Boston. The high schools served are Brighton High School, The English High School, Community Academy of Science and Health, The Engineering School, Social Justice Academy and Snowden International High School at Copley.

Students enter the program in either the 9th or 10th grade and remain with the program until their graduation from high school. Program services include an academically intensive six-week summer residential program and an after school program of tutoring and academic courses during the school year. Upward Bound services are located on the Boston University campus, which provides students with access to the University's resources. The program is free and students are given a small stipend for their participation.

Federal Work-Study is a federally subsidized program that provides jobs to help eligible students meet educational expenses. Since Federal Work-Study funding is limited, it is not included in all student awards. Priority is given to students with higher calculated need who indicate on the FAFSA that they are interested in student employment. While not directed exclusively at low income students, BU's University Service Center offers programs and services designed to welcome and support first generation college students. Among those programs and services are summer orientation welcome receptions, periodic workshops and social events, and a monthly newsletter highlighting important dates, campus events and resources, and first generation peers.

A brief description of the institution's scholarships for low-income students:

Last year, Boston University awarded \$13 million in merit-based scholarships to entering freshmen. Most awards are for academic achievement, while others go to talented athletes, performers, and artists. BU has several kinds of academic scholarships. Some are offered for specific areas of study and some are offered through nomination from one's high school. Merit scholarships are renewable for up to three additional years of study with satisfactory completion of 12 credits each semester, maintaining the annual grade point average specified in the award notification, and remaining in good disciplinary standing at the University. High school seniors with exceptionally strong academic records who have been chosen as National Merit or National Achievement Program finalists may be eligible for the \$20,000, renewable, Boston University Presidential Scholarship. Recipients are chosen by the Boston University Board of Admissions and the Scholarship Committee. Also, National Hispanic Recognition Program finalists who have exceptionally strong academic records will be considered for the \$20,000, renewable, Boston University Presidential Scholarship. Recipients are chosen by the Boston University Board of Admissions and the Scholarship Committee.

More merit scholarships are available on the admissions website. Other factors that may influence the awarding of University grants and scholarships include the School/College of admission, geography, ethnicity, artistic or athletic talent, and alumni affiliation. These factors help us fulfill our commitment to equal opportunity and excellence.

A brief description of any programs to guide parents of low-income students through the higher education experience:

N/A

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Boston University is committed to ensuring that students from low-income backgrounds have access to and are knowledgeable about BU. The University has strategically hosted, visited, and partnered with organizations that serve students from low-income backgrounds. BU has hosted 193 community-based organizations (CBOs) on campus, and visited 364 CBOs over the past five years. In addition, BU has partnered with the Center for Student Opportunities (CSO) which gives the University access to over two thousand CBOs and a growing number of first-generation students through the campaign “I am first”. BU also maintains strong partnerships with A Better Chance, Venture Scholars, The National Hispanic Institute, Chicago Scholars, Prep for Prep, and many other organizations that serve students from low-income backgrounds. Locally, BU has partnered with Boston Public Schools (BPS) and created annual programming that gives students early exposure to college through summer and fall programming. Additionally, BU hosts an annual counselor breakfast specifically for BPS Guidance Counselors.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

In order to be accessible and affordable to students from all backgrounds, BU has partnered with several organizations and school districts across the United States. Every year, BU awards 10 full-tuition scholarships to students from Atlanta, Georgia in partnership with the Posse Foundation. Similarly, BU has partnered with the YES Prep school district in Houston to enroll five “Impact Scholars” annually. BU’s partnership with the Boston Public Schools also serves as a conduit for accessibility and affordability through the Thomas M. Menino Scholarship Program and the BU Community Service Award. The Thomas M. Menino Scholarship Program awards 25 full-tuition scholarships annually to students from BPS high schools. To date \$143 million in scholarship grants have been awarded to 1,821 seniors graduating from Boston Public Schools. Through the BU Community Service Award, Boston University commits to meeting the full calculated financial eligibility, without loans, of any admitted Boston public high school graduate. BU provides additional resources to BPS students in the form of application fee waivers and free TOEFL testing.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

N/A

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

N/A

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

The Scholarship for Community College Graduates is a tuition scholarship for individuals who have graduated from one of our six partner community colleges (Bunker Hill Community College, Roxbury Community College, Middlesex Community College, Mass Bay Community College, Northern Essex Community College and Quinsigamond Community College) with a 3.0 GPA or above and are US citizens or permanent residents. This is a 50% scholarship that allows students to enroll part time or to a maximum of 12 credits. BU’s Metropolitan College Director of Undergraduate Student Services and faculty routinely meet with faculty and staff from MET’s six partner community colleges to review curriculum, courses, and to establish course equivalencies between their respective institutions. Also, MET’s advisors are available to meet with any prospective student. Prospective students may submit transcripts prior to application for admission for review, tentative award of transfer credit and a tentative outline of remaining course work. This program is especially helpful for first generation students, students who have attended multiple schools over an extended period of time, older, non-traditional students, and students who have started at MET on a non-degree basis.

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:

Boston University has two childcare centers on campus.

The Boston University Children’s Center is a full-time early childhood education program. The children of Boston University students, faculty and staff may attend the Center if they are between the ages of two and five years old. Admission is based on the number of spaces available each year. The Boston University Children’s Center does not discriminate in admissions, educational policies and services to children (including those with disabilities) and their families on the basis of race, color, religion, sex, national origin, physical or mental disability, sexual orientation, cultural heritage, political beliefs, or because of marital, parental, or veteran status.

The Preschool is a part-time program affiliated with the School of Education.

Additionally, four Lactation Rooms, located on both the Charles River Campus and the Medical Campus, are available to nursing mothers -faculty, staff, or students.

A brief description of other policies and programs to support non-traditional students:

The Office of Undergraduate Student Services, which is affiliated with Boston University’s Metropolitan College (MET), has a staff of three academic counselors and a Director who advise non-traditional students on what courses they should take, review transcripts from previous colleges attended, and assist them from application to graduation.

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	---

The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	48

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

<http://www.bu.edu/admissions/apply/>

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

Mike Kerr

Sr. Compensation Analyst
Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

9,854

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

9,307

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:

575

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

60

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

The university currently has contractual agreements with 5 unions. As part of that relationship, we have negotiated separate contracts with each group providing clear , basic provisions of terms and conditions of employment. The areas covered include, wage rates, benefits, uniforms, sick and leave pay and vacations, and provides for a grievance procedure.

The university also has established pay ranges and salary structure for its employees and reviews these on an annual basis ensuring that departments and schools comply with the university policies. The university also reviews merit percentages to determine market movement and makes an annual recommendation to provide a responsible merit pool each year.

Outside contractors that provide services to the university, i.e. food services, provide and annual review of their employees and provides an increase based on performance.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

9,307

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

Wages are compared annually to salary survey data for like positions in the the greater Boston area.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

BU regular full-time employees are provided the opportunity to be included in Health, Dental, group Life, 403B, LTD, Health Savings Account Eye Care, and tuition remission.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Where eligible based on percent time and hours worked, BU part-time employees are provided the opportunity to be included in Health, Dental, group Life, 403B, LTD, Health Savings Accounts, Eye Care and tuition remission

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Temporary employees are allowed, where required by law, to participate in the Retirement plan.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

Temporary employees are allowed, where required by law, to participate in the Retirement plan.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Student employees are not provided any 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.cityofboston.gov/jcs/liv_wage_ord.asp

Assessing Employee Satisfaction

Responsible Party

Mike Kerr

Sr. Compensation Analyst
Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

Boston University administers a confidential Faculty Climate Survey to all full-time tenure, tenure track, and non-tenure track faculty at the Charles River and Medical campuses. The web survey examines a number of issues concerning the quality of faculty life at BU, including the work faculty do and how well it is supported, department climate, and the ways in which life outside of BU meshes with faculty responsibilities. In fall 2007 the overall response rate for the survey was 61% (71% for the Charles River Campus and 51% for the Medical Campus).

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

Wellness Program

Responsible Party

Mike Kerr
Sr. Compensation Analyst
Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Boston University has a Faculty/Staff Assistance Office that provides confidential counseling and referral services such as consultation, problem assessment, short-term psychotherapy, and referral resource information. Human Resources also provides information online for health and wellness.

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

<http://www.bu.edu/hr/benefits/health-wellness/>

Workplace Health and Safety

Responsible Party

Mike Kerr
Sr. Compensation Analyst
Human Resources

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	51	71
Full-time equivalent of employees	9,854	8,439

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

	Start Date	End Date
--	------------	----------

Performance Year	Oct. 1, 2012	Sept. 30, 2013
Baseline Year	Oct. 1, 2005	Sept. 30, 2006

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

The Campus and Clinical Safety office at Boston University provides all facility employees with safety training on a monthly basis (those sessions are not offered in March and December due to campus activity). Additionally, union employees, management representatives, and representatives from various shops sit together on a safety committee, addressing safety concerns on campus.

The website URL where information about the institution's workplace health and safety initiatives is available:

<http://www.bu.edu/buohc/>

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

Lila Hunnewell

Chief Investment Officer

Boston University Investment Office

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The Advisory Committee on Socially Responsible Investing ("ACSRI") provides the University community a framework and forum for the consideration of and civil discourse on socially responsible investment policy issues. The mission of the Advisory Committee is to (a) represent a wide spectrum of the community (trustees, faculty, and students); (b) be knowledgeable about relevant socially responsible investing issues so as to be able to engage in informed, thoughtful, and collegial consideration and discussion; (c) provide continuity and institutional memory on relevant policy issues; (d) advise the Board of Trustees on socially responsible investment policy issues by proposing written policies for the Board's consideration; and (e) coordinate and facilitate communication on relevant policy issues.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

3 Trustees

3 Students

3 Faculty members

3 Staff members

Dean of Students - Ex-officio member

President - Ex-officio member

Chief Investment Officer - Administrative liaison

General Counsel - Administrative liaison

Examples of CIR actions during the previous three years:

The Executive Committee's Working Group on Investment in Civilian Gun Manufacturers achieved interim prohibition on investing directly in civilian firearms manufacturers.

The website URL where information about the CIR is available:

<http://www.bu.edu/trustees/boardoftrustees/committees/acsri/>

Responsible Party

Lila Hunnewell

Chief Investment Officer

Boston University Investment Office

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

1,533,778,468 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)	12,243,158 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

The University invests the majority of its assets with third-party investment managers in funds or other collective investment vehicles. The University has made investments through external investment managers actively involved in the development of "clean" technologies, alternative energy sources, emissions controls/reductions, sustainable forestry/farming techniques, and other environmentally responsible investments. The University will continue to evaluate similar investment ideas as part of the ongoing management of the endowment portfolio.

In addition to the investments of the endowment, the Investment Office staff were located in the University's first geothermal building, and in the Summer of 2012 moved to a newly renovated building that is seeking LEED BD+C certification.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

Meeting on February 15, 2013, the Executive Committee's Working Group on Investment in Civilian Gun Manufacturers decided that (1) The community's interests would be best served by having the Advisory Committee on Socially Responsible Investing consider the University's investment in civilian firearms manufacturers within the context of its work on the University's socially responsible investment policy(ies) post its formation by the Board in April 2013 and (2) In the interim, the University should make no direct investments in civilian firearms manufacturers.

Meeting on May 9, 2006, the Board of Trustees decided that:

The Trustees of Boston University (the "University") divest any and all direct investments in multinational companies (i) identified as having direct business ties to the Sudanese government, or (ii) whose business activities are in direct support of these companies and the activities of the government. Although the University does not currently have direct investments in such companies, this action will preclude future direct investment in these companies. The University, through the Investment Committee, will also communicate its decision to its external investment managers in the hope that they will take into consideration the University's actions and the situation in Sudan as these managers develop and implement their own investment strategies. As a result of this action, the companies identified on the attached Schedule A (which shall be reviewed and updated periodically by the Investment Committee) are currently banned for direct investment.

The foregoing principles and criteria will be applied to investment in companies doing business in other countries whose governments commit genocide or other serious human rights violations.

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

BU has adopted and implemented a University-wide Sudan divestment program and maintains a negative screening of its directly held investments to meet this policy. Additionally, BU has an interim prohibition on investing directly in civilian firearms manufacturers pending the formation of the ACSRI and its currently ongoing evaluation of a possible civilian firearms manufacturer divestment policy. Each external manager of securities directly held by the University has been informed of the policies and their requirements to comply. Compliance with this policy is monitored regularly and can be verified by members of the Investment Office or Office of Financial Affairs.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Responsible Party

Lila Hunnewell

Chief Investment Officer

Boston University Investment Office

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Submission Note:

Public disclosure of investment information is included in the audited annual financial statements issued by the University.

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Dennis Carlberg

Sustainability Director

sustainability@BU

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:

Venice Environmental Studies Program

A brief description of the innovative policy, practice, program, or outcome :

The City of Venice, Italy is a frequently cited example in heated debates about the impact of climate change; through two complementary courses this study abroad program introduces the main processes driving change in the Venice lagoon and examines the challenges faced by the international community in developing and implementing policies to address the potential impacts of this change. The dual focus of the program examines both the scientific underpinnings of climate change and sea level rise, and their effects on the economy and society. The program explores what types of policies are likely to be effective in addressing the impact of climate change, both on humans and on the environment. The curriculum uses the history of the Venice lagoon, as well as its more recent modifications, to illustrate the issues connected with human-driven changes in coastal bays and estuaries, sea level rise, and natural environmental dynamics.

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:

[Innovation 1 - Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	No
Public Engagement	Yes
Air & Climate	Yes
Buildings	No
Dining Services	No

Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<http://www.bu.edu/abroad/programs/venice-environmental-studies-program-summer/>

Responsible Party

Dennis Carlberg

Sustainability Director

sustainability@BU

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:

BU Bike Accident Toolkit app

A brief description of the innovative policy, practice, program, or outcome:

The BU Bike Safety committee launched the BU Bike Accident Toolkit application for smart phones, giving riders an easy means for documentation and contacting authorities in the event of an accident. Free to members of the BU community, this GPS-enabled app allows students, faculty, and staff to efficiently capture important information following an accident. The aftermath of a bike accident can be stressful and overwhelming; the BU Bike Accident Toolkit app provides users a simple and intuitive tool to thoroughly document an accident.

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:

[Innovation 2 - Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No

Grounds	No
Purchasing	No
Transportation	Yes
Waste	No
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.bu.edu/bikesafety/cycling-safety/accident-toolkit/>

Responsible Party

Sabrina Pashtan

Sustainability Coordinator

Dining Services

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

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

Title or keywords related to the innovative policy, practice, program, or outcome:

FarmLogix

A brief description of the innovative policy, practice, program, or outcome:

Boston University Dining Services uses FarmLogix as a tool to purchase local sustainable products. FarmLogix is a proprietary program that provides sourcing transparency, marketing and reporting. FarmLogix maintains farm identification through the entire sourcing process. Marketing tools include QR codes that can be used in the food court, as well as promotional tools for the website.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Measurable outcomes include the following: Farm identification, sourcing and support of small local farms, year-round frozen local IQF, and Get To Know Your Farmer cafeteria tools.

A letter of affirmation from an individual with relevant expertise:

[Innovation 3 - Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	Yes

Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.farmlogix.net/>

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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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.
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.
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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.

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