

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

860,000,000 US/Canadian \$

Total campus area:

235 Acres

IECC climate region:

Cold

Locale:

Urban fringe of large city

Gross floor area of building space:

2,774,699 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

188,380 Square Feet

Floor area of healthcare space:

1,227 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

863,126 Square Feet

Electricity use by source::

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

Biomass	1.89
Coal	1.48
Geothermal	0
Hydro	4.87
Natural gas	42.28
Nuclear	32.13
Solar photovoltaic	0.94
Wind	1.12
Other (please specify and explain below)	15.31

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

Brandeis' primary electric supplier is GDF Suez Energy Resources N.A, Inc. In addition to the above, their power disclosure label indicates that 8.4% of the electricity is derived from oil, 1.9% is derived from trash to energy, 1.5% is from wood, 1.1% is municipal solid waste, 1.1% s from diesel, and 0.5% is from landfill gas.

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	1
Geothermal	0
Natural gas	99

Other (please specify and explain below)

0

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

27

Full-time equivalent enrollment:

6,894

Full-time equivalent of employees:

1,572

Full-time equivalent of distance education students:

322

Total number of undergraduate students:

3,614

Total number of graduate students:

2,211

Number of degree-seeking students:

5,814

Number of non-credit students:

11

Number of employees:

1,805

Number of residential students:

2,822

Number of residential employees:

7

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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	853	241
Number of sustainability courses offered	11	3
Number of courses offered that include sustainability	62	22

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

18

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

27

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):

[2014-15 Sustainability Course Inventory - final.xlsx](#)

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

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

<http://www.brandeis.edu/campussustainability/academics/index.html>

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

Brandeis University's Office of the Registrar provided a list of all courses taught in 2014-15 academic year as well as summer 2014. As allowed in STARS, courses primarily involving physical education or performance arts were removed from the list, as were independent study courses, internships, practicums, clinical courses, and thesis or dissertation preparation courses. In addition, courses that were offered multiple times throughout the year were consolidated into a single entry. For transparency, all courses that were removed are listed in the "Excluded Courses" tab along with an explanation of why they were excluded. The sustainability content of the remaining courses was determined by reviewing the course descriptions in the Brandeis University Bulletin (2014-15). For the purpose of [Campus Sustainability Data Collector | AASHE](#)

determining the number of departments offering sustainability courses, courses associated with the prefix of an interdepartmental program were counted where possible as being associated with the department(s) of the faculty member(s) teaching the course. The faculty member's department is indicated parenthetically in the Department Column.

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

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

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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:

1,686

Total number of graduates from degree programs:

1,686

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:

Brandeis has adopted institution-wide learning goals, several of which collectively constitute a sustainability learning outcome. Among other things, these goals indicate that Brandeis graduates should:

- act as socially and ethically responsible members of their communities and the world.
- exhibit knowledge of and respect for cultural traditions other than their own
- understand the interdependence of people around the world
- follow the example of Justice Brandeis by contributing to the creation of a just society
- exemplify the value of altruism by volunteering and acting as advocates

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

In addition to the institution-wide learning goals described above, many individual programs at Brandeis have also adopted learning goals that relate to sustainability. For example, the business major has a learning goal that ""Students will be aware of the ethical, societal, and environmental implications of business decisions.""

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

http://www.brandeis.edu/assessment/learning_goals/

Undergraduate Program

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies Program

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

The Environmental Studies program prepares students to tackle the critical environmental issues that face our world today—from global warming and pandemics to toxic exposure and conflicts over shrinking natural resources—through a broad interdisciplinary approach that integrates course work across the natural and social sciences and humanities. Students pursuing the major in environmental studies must successfully complete thirteen courses that allow for breadth, depth, integration, hands-on learning and practical skills.

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

<http://www.brandeis.edu/programs/environmental/undergrad/index.html>

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

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

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

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

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

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

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

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

Yes

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

Environmental Studies Minor

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

The Environmental Studies program prepares students to tackle the critical environmental issues that face our world today - from global warming and pandemics to toxic exposure and conflicts over shrinking natural resources - through a broad interdisciplinary approach that integrates course work across the natural and social sciences and humanities. Students pursuing the minor in environmental studies must successfully complete two core courses and four electives.

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

<http://www.brandeis.edu/programs/environmental/undergrad/index.html>

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

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

Campus Sustainability Data Collector | AASHE

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

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

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

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

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

Graduate Program

Responsible Party

Dan Perlman
Associate Provost
Office of the Provost

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):

The Global Green MBA: MBA in Socially Responsible Business

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

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

http://www.brandeis.edu/global/green_initiative/green_mba.html

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

MA in Sustainable International Development

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

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

<http://heller.brandeis.edu/academic/sid/programs/programs-ma/index.html>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

Brandeis offers several intensive 8-10 week programs combining thematically linked courses, internships, field-based research experiences, creative work, and community engagement opportunities. Known as Justice Brandeis Semesters, these immersive academic programs enable groups of 12-15 students to explore a topic in depth. Students typically meet four or five days each week for several hours in experiential, real-world contexts as well as in seminar settings.

These programs often focus on topics related to sustainability. For example, a Justice Brandeis Semester held in fall 2011 and 2013 (and scheduled to be held again in fall 2015) focused on Environmental Health and Justice. Students examined environmental health and justice issues in disadvantaged communities from inner-city Boston and Waltham to the rural coal mining mountains of Appalachia. Together with community members, they worked to improve workplace health conditions, prevent homelessness, create urban gardens and ultimately produced a publishable environmental health study.

Other recent JBS programs from within the past three years that are relevant to sustainability include Civil Rights and Educational Equity in the U.S. and Food, Lifestyle and Health.

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

<http://www.brandeis.edu/jbs/>

Sustainability Literacy Assessment

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Responsible Party

Dan Perlman

Associate Provost
Office of the Provost

Criteria

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

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

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

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

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

No

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

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

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

Campus as a Living Laboratory

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.

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Ethan Cheadle

Institutional Research Coordinator
Planning and Institutional Research

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:

36

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

537

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

14

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:

[Brandeis 2015 Sustainability Research Inventory v03_1.xlsx](#)

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

See Inventory.

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

We searched the online faculty guide for a variety of potentially relevant words like "sustainability," "poverty," "energy," "development," "green," "environmental" and "climate change," and reviewed the profiles of the faculty members we found through this process to see if they meet the criteria. In an effort to make sure we didn't leave anyone out, we asked several knowledgeable academic administrators to review the initial list and suggest additional possibilities. Finally, we removed any people from the list who would not be included in the total faculty count that we are using. This includes emeriti faculty and other faculty who did not have a paid teaching assignment as of 11/1/14, the official census date. Full-time staff who have a secondary appointment as a part-time faculty member and faculty with a courtesy appointment (not paid) also aren't included.

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

The website URL where information about sustainability research is available:

<http://www.brandeis.edu/campussustainability/academics/index.html>

Support for Research

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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?:

No

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

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

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

No

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

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

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

No

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

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:

Library & Technology Services maintains LibGuides on Environmental Studies and Sustainable International Development. These provide an overview of key resources and other useful information on each topic.

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

<http://brandeis.libguides.com/content.php?pid=362118&sid=2962570>

Access to Research

Criteria

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

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Ethan Cheadle

Institutional Research Coordinator
Planning and Institutional Research

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:

The Eco-Rep program was dormant in the 14-15 academic year while Brandeis searched for a new sustainability coordinator. We anticipate that the program will start up again as soon as this position starts.

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

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

Yes

Number of degree-seeking students enrolled at the institution:

5,814

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

Eco-Reps

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

2,822

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

Eco-Reps work to create events to help educate the campus in environmentalism and empower students to make a change in their lives. As a group, the Eco-Reps hosts events that range from Recyclegrams, Waste Sort, and other education opportunities. This program serves to allow students to educate each other in order to reinforce effective green habits on the Brandeis campus.

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

Student Eco-Reps are a paid campus job supervised by the Sustainability Coordinator in Facilities Services. Students are selected after an interview and written application.

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

Eco-Reps have meetings every other week for training purposes. At the start of each semester, students have 2-3 hours of communications training. Students also read materials on their own. Additional training opportunities are given to students, such as the Northeast Eco-Reps Symposium and Guest Lectures on Civic Engagement.

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

The Sustainability Coordinator acts as staff supervisor and adviser to the Brandeis Eco-Reps. Students are paid a minimum of \$9.00 an hour for 3-5 hours a week of work. One student acts as a "Captain" and helps coordinate training and support. Students work in all dorms, and reach out to off campus undergrads in public programs. Off Campus Graduate students are not targeted yet in programming.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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:

51

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

During orientation, all incoming undergraduate students have an opportunity to attend events about sustainability. In August 2014, we had an event that was called "InstaGreen: Fuel Your Genius." At this event, students were able to meet and talk with our student Eco-Reps and pedal a stationary bike to create a smoothie, among other things. At check-in for all students, our Department of Community Living hands out an LED light bulb and information on how to decrease the energy use on campus. We have also had a "compost" option near the trash and recycling bins at our outdoor meals.

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

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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.

Submission Note:

Additional Website for information about:

Events -

<http://www.brandeis.edu/hiatt/news/sojust.html>

Cultural Arts Events -

<http://www.brandeis.edu/arts/festival/>

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	No
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	No
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes

<p style="text-align: center;">Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</p>	<p style="text-align: center;">Yes</p>
<p style="text-align: center;">Other co-curricular sustainability programs and initiatives</p>	<p style="text-align: center;">Yes</p>

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

Brandeis has more than 250 student-run clubs and organizations, including several that focus on sustainability and related issues. Students for Environmental Action is a community working to make Brandeis, and the world, a more healthy, just, and sustainable place. SEA works on a variety of initiatives throughout the year, and plans events that allow members to connect with the natural world. The Food Recovery Network-Brandeis University works to decrease hunger and fight food waste by donating surplus unsold food from Brandeis Dining operations and serve the school community as an informational resource in areas including food recovery, waste management, and food inequalities. This includes benefiting students academically through learning opportunities regarding fundraising, community service, and social inequities relevant to non-profit work. One new sustainability-focused club was founded this year: Brandeis Climate Justice.

The website URL where information about student groups is available:

<http://www.brandeis.edu/clubs/index.html>

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:

During the 2009-2010 school year, students in a Greening the Ivory Tower class created the "Patchwork Garden." It includes three raised beds with removable coldframes for growing salad greens, garlic and herbs, as well as a berry thicket.. The garden provides students with hands on experience in small space gardening methods perfect for urban sustainable living. Students in the NaturaLiving Club plant and maintain the garden throughout the school year and summer. Brandeis works with Warner farms to offer an 8 week and 20 week CSA to Brandeis affiliates

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

<http://www.brandeis.edu/programs/environmental/undergrad/greeningcourse/garden.html>

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

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

A brief description of the sustainable investment or finance initiatives:

The Brandeis Sustainability Fund provides grants, advice and support to any undergraduate student for their projects promoting sustainability. Projects that receive funding could relate to energy efficiency, green buildings, waste management, renewable energy purchases, greening student events, and so much more. Students serve on the governing board of the fund.

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

<http://www.brandeis.edu/campussustainability/fund/>

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

Brandeis Faculty Against the Climate Threat (FACT) is hosting a week-long series of climate change education, centered around the award-winning TV series Years of Living Dangerously, and culminating in a conversation with Brandeis alum and three-time Pulitzer Prize winning New York Times columnist Tom Friedman on March 2. Other programs include discussions of how students can integrate social justice into their future career, such as SoJust industry night. Students for Environmental Action holds an "Eco Week" and Brandeis Climate Justice recently sponsored a Global Divestment Day.

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

<http://brandeisgsasblog.com/brandeis-gsas-blog/>

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

The International Center for Ethics, Justice, and Public Life at Brandeis has a program called Peacebuilding and the Arts that focuses on the distinctive contributions of culture and the arts to the transformation of conflict. The program regularly hosts cultural events and performances that relate to peace and, by extension, sustainability. Every year Brandeis hosts Festival of the Arts, when members of the Brandeis community can propose art projects. Some of these have been installations/performances related to sustainability; however it is not a requirement of the grant.

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

<http://www.brandeis.edu/ethics/peacebuildingarts/index.html>

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

The Mountain Club at Brandeis offers many outdoors programs. Mountain Club does not specifically follow "Leave No Trace" but for the most part does follow its principles. When they camp it is often in established sites with bathrooms. However, Mountain Club is interested in looking into a formal policy and education program.

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

<http://www.brandeis.edu/~mountain/>

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

The website URL where information about the theme is available:

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

One suite of our "Be The Change" Common Cause Communities in our residence hall currently is grounded in sustainability initiatives. This community is in our sophomore year living area. Common Cause Communities (C3) are housing options for students who wish to build community and live with each other while exploring a theme or common interest/passion. Residents in C3 areas apply to be part of these unique communities and are offered special programs and opportunities to teach others about their interests, strengths, and passions.

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

<http://www.brandeis.edu/studentaffairs/dcl/commoncause/index.html>

A brief description of sustainability-focused student employment opportunities:

Students can be hired as Eco-Reps, These individuals implement environmental and sustainability peer-to-peer education campaigns in residence halls and across campus.

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

<http://www.brandeis.edu/campussustainability/getinvolved/ecoreps.html>

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

Brandeis invites graduates to take the Graduation Pledge of Social and Environmental Responsibility. The pledge reads: "I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work." Signatories receive a green ribbon to wear at graduation.

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

<http://www.brandeis.edu/campussustainability/getinvolved/pledge.html>

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

Brandeis has a Certified Green Room program that asks residents to commit to implement at least 15 of 25 sustainable behaviors.

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

<http://www.brandeis.edu/campussustainability/greenroom/index.html>

Outreach Materials and Publications

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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

A brief description of the central sustainability website:

The Campus Sustainability Initiative's website is the central resource on sustainability at Brandeis.

The website URL for the central sustainability website:

<http://www.brandeis.edu/campussustainability/>

A brief description of the sustainability newsletter:

"Green Ideas for Brandeis" is a monthly e-newsletter goes out to students, staff, faculty, and alumni who choose to sign up.

The website URL for the sustainability newsletter:

<https://app.e2ma.net/app2/audience/signup/1400967/1400778/>

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

The Brandeis University Sustainability Committee maintains an active Facebook page.

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

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

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 :

Ridgewood Quad, Heller Business School, Mandel Center for Humanities, and Shapiro Science Center all have prominently displayed signs explaining their green features.

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

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

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

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

Our no mow lawn and wetlands preservation areas all have signange

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

A brief description of the sustainability walking map or tour:

Students in Greening the Ivory Tower course created a map of the environmentally sustainable features on campus, focusing on our wetlands, forests, green buildings, bike paths, and ponds. We also offer Google Maps version of this map.

The website URL of the sustainability walking map or tour:

http://www.brandeis.edu/programs/environmental/undergrad/greeningcourse/images/Campus_Map_Greening.jpg

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

We offer a comprehensive guide on our sustainability website which includes information on the MBTA (the Massachusetts Bay Transportation Authority), the Zipcar program, our shuttle service, and DeisBikes (our campus bike sharing program).

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

<http://www.brandeis.edu/campussustainability/transportation/index.html>

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

DeisBikes, our bike sharing program, disseminates a biking resource guide with information about nearby bicycle shops, safety tips, and basic maintenance advice.

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

<http://www.brandeis.edu/programs/environmental/pdfs/DeisBikes%20Resource%20Guide.pdf>

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

The Department of Community Living maintains a webpage with information on how to save energy and reduce waste in the residence halls.

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

<http://www.brandeis.edu/studentaffairs/dcl/livinggreen/index.html>

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 Brandeis Hoot student newspaper regularly covers issues of sustainability on campus. Here are a few recent stories:

<http://brandeishoot.com/2015/03/06/charlotte-aaron-needs-title/>
Campus Sustainability Data Collector | AASHE

;

<http://brandeishoot.com/2015/03/13/climate-justice-activism-presses-univ-for-action/>

;

<http://brandeishoot.com/2015/03/06/cast-program-grants-2000-to-promote-art-and-social-change/>

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):

Brandeis produces a trail map for Sachar Woods, a forest area adjoining the campus.

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

http://www.brandeis.edu/programs/environmental/undergrad/greeningcourse/images/sachar_brochure.pdf

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

Yes

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

Ethical Inquiry is a regular online publication that examines ethical questions from a variety of perspectives. Many of the topics it covers are sustainability related.

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

<http://www.brandeis.edu/ethics/ethicalinquiry/index.html>

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

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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):

Give + Go

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

Give + Go is an outreach campaign to reduce waste during move-out each year in all resident quads.

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

We donate at least 5-6 vans full of clothes, food, and other items to local shelters or donation facilities. We resell 2-3 PODS full of housewares and appliances.

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

<http://www.brandeis.edu/campussustainability/recycling/moveout.html>

The name of the campaign (2nd campaign):

Shut the Sash Program

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

Brandeis provided monthly feedback on fume hood energy usage to faculty and staff in labs via posted signs, emailed reports, and some face-to-face interaction in order to reduce energy used through fume hoods in labs. Brandeis also educated lab users about how to use their hoods in a way that optimized both safety and energy efficiency. Brandeis also held periodic luncheons to collect feedback and talk to lab users about issues surrounding energy consumption.

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

Overall, labs in the Shapiro Science Center significantly reduced air flow by an average of 4,163 CFM by keeping fume hoods switched to low when possible. This translates to savings of 433,383 kWh or 1,966 MMBTU, the equivalent of taking 63 passenger vehicles off the road for a year. In total, SSC labs prevented 299 metric tons of CO2 from entering the atmosphere. The reduced energy use adds up to \$90,241 saved over less than two years .

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

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

Certified Green Room - Up to 30% of the student resident population participates in this campaign each year. This is a year-round campaign held each year that engages 500-1000 students each year in committing to 15 sustainability actions.

Recycling Grades - Eco-Reps "grade" their quad's performance in recycling and encourages improvements to recycling practices. This is a year-round campaign held each year. At least 1000 resident students are exposed to awareness of their recycling practices every year on a weekly or monthly basis.

Weigh Your Waste Challenge - In November 2012, we held a competition to encourage waste reduction by having students carry their waste in a bag for a full week. This engaged at least 20 people in reducing their waste for a week.

Energize Brandeis - Multiple versions of building energy competitions have occurred over the years, the most recent was March 2012 as part of the Campus Conservation Nationals. The competition has evolved over time from just first year students for a number of years to the whole campus in 2008-2009 to just older students in 2010-2011.

Employee Educators Program

Responsible Party

Lea Lupkin

Interim Sustainability Coordinator
Facilities Services

Criteria

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

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

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

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

Submission Note:

There was formerly an employee sustainability educators program but it is no longer active. We hope to revive it in the future.

"---" 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?:

Total number of employees:

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

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

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

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

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

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

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Scot Bemis

Vice President for Human Resources

Human Resources

Criteria

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

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

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

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

As of summer 2010 all new employees hear a presentation from the Sustainability Coordinator during orientation. They get a free reusable water bottle and tips for energy savings, green commuting, and recycling.

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

Staff Professional Development

Responsible Party

Scot Bemis

Vice President for Human Resources

Human Resources

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

A new one hour training program available to all Brandeis staff on a volunteer basis has been developed by the Brandeis Sustainability Initiative and Human Resources during the spring of 2013. The program will be offered for the first time in summer of 2013 and taught by members of the Sustainability Initiative with the support of Human Resources staff. Topics covered will include: sustainability at Brandeis, sustainable actions the employees can take on campus and at home, and training on facilitating discussions about sustainable behavior with co-workers.

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

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

Public Engagement

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

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

Community Partnerships

Responsible Party

Lea Lupkin
 Interim Sustainability Coordinator
 Facilities Services

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:

<http://www.brandeis.edu/studentaffairs/communityservice/partners.html>

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

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

Yes

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

Brandeis maintains many partnerships with community organizations related to sustainability, through various programs and departments. Through the Department of Community Service we have worked with organic and local Drumlin Farms as well as the Emerald Necklace Conservancy to engage in large scale weeding and land restoration projects. We have worked to improve energy efficiency in Waltham through partnering with GETI (Green Enterprise Training Institute) and the Waltham Recycling Coordinator, Eileen Zubrowski. Through an Experiential and Community Engaged Learning class, students regularly intern with Healthy Waltham, a local organization which promotes community gardens and healthy eating amongst youth in low-income communities. These are just a few examples of the many ways in which Brandeis partners with community organizations to promote sustainability.

It is absolutely essential that Brandeis maintain and expand our community partnerships, as they provide students with invaluable networking opportunities and chances to apply theories to real-world situations. Partnering with community organizations allows us to expand our realm of influence in terms of sustainability and provide support for great local programs.

Although we already do very well in this field, there is always room for improvement. Perhaps in the future we could have more regular volunteering opportunities with sustainable community partners, expanding out into the Greater Boston community.

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

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

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

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

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

The website URL where information about sustainability partnerships is available:

<http://www.brandeis.edu/programs/environmental/affiliated.html>

Inter-Campus Collaboration

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

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

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

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

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

Yes

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

The Brandeis Campus Sustainability website is highly content rich with many resources. Brandeis actually has one of the most frequently clicked on websites in the world for the search term "campus sustainability".

The Sustainability Initiative frequently answers questions and inquiries from campus staff and students. For example, recently we gave a tour to Bentley University staff and students interested in some of our initiatives.

The Campus Sustainability Initiative and Eco Reps presented at the 2012 Eco Rep Symposiums to share some of their successful programs.

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:

Brandeis is a signatory of the American College & University Presidents' Climate Commitment and a member of AASHE.

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

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

Continuing Education

Responsible Party

Lea Lupkin

Interim Sustainability Coordinator
Facilities Services

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.

Submission Note:

BOLLI (Brandeis Osher Lifelong Learning Institute), currently offers about 40 courses each semester to Waltham community members. These courses are proposed and implemented by community members, so the subjects taught depend entirely upon what members are interested in and willing to teach.

Since Fall of 2011 there have been 191 courses offered with 5 of them related to sustainability. These courses are: A Science Sampler, Economics and the Government, Native Plates for the Gardener and the Rambler, Ecology of Ecosystems: Why does it matter?, and Our place in the Universe.

Since BOLLI's founding in 2000, they have offered additional courses related to or focused on sustainability. Those courses are: Water and the Politics of Water, The Coming Energy Crisis, Toward Developing Energy Independence, Global Warming and Climate Change. These courses are not included in the above figure, however, since they a pre-Fall 2011.

"---" 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:

5

Total number of continuing education courses offered:

191

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

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

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

No

A brief description of the certificate program:

Year the certificate program was created:

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

<http://www.brandeis.edu/bolli/>

Responsible Party

Lucas Malo

Director of Community Service
Community Service

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:

A best estimate of the total number of Brandeis students who volunteered at some point during the 2011-2012 is obtained by the number of Community Service Wavers completed last year. Unfortunately not all students volunteer in structured programs such as the Waltham Group, Experiential Learning or in University days of service so this number is actually lower than the reality of number of students volunteered. 44% of seniors reported having participated in community service at some point during their Brandeis experience. (I don't have access to this data to verify the 44%)

Part of the success of Brandeis's community service initiatives is due to their institutionalization. The Waltham Group, our premier community service organization, enjoys the support and constant guidance of staff members. We have a unique set up in which the coordinators from 18 different programs meet weekly to discuss best practices and brainstorm solutions to problems we encounter. Our experiential-community engaged learning program is also strong, with impressive staff support and engaging faculty.

There are numerous community service clubs on campus at Brandeis including English Language Learners, Brandeis Medical Brigades, Federal International Medical Relief of Children, Students Teaching Students, Waltham Group among many others. Service is woven into the core of Brandeis as there are service projects as part of Orientation, Senior Week, class year experiences, Living and Learning Residence Life Communities, in addition to projects completed by our alumni. An annual event, Celebration of Service is hosted each year to celebrate our community's invest in community service work. Brandeis applied and obtained the President's Community Service Honor Roll this year. Multiple student recruitment nights are offered each semester in addition to an annual Community Service Fair with over 25 local non-profits attending to recruit Brandeis student volunteers. This number came out to be 35,620 hours for one year's time. Divided between the 3,296 undergraduate students at Brandeis, this came out to 10.807 hours on average per student per year. When multiplied by 0.3 (as instructed by STARS), the final credit number is 3.24. I am happy to calculate this if you have the total number of our study body, but feel free to edit this information with the data that you have.

An award program is being piloted in 2012-2013 to encourage students to log their community hours and for the institution to celebrate our mission to social justice and service.

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

Number of students engaged in community service:

1,805

Total number of students :

3,588

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

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

85,000

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

No

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

We do not at the moment include community service on transcripts.

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

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.brandeis.edu/studentaffairs/communityservice/index.html>

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Responsible Party

Lea Lupkin

Interim Sustainability Coordinator
Facilities Services

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?:

No

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:

This issue has not been addressed at this time, however we believe some of the work that our faculty does related to policy could be included in the future.

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:

Responsible Party

Lea Lupkin

Interim Sustainability Coordinator
Facilities Services

Criteria

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

Submission Note:

Brandeis is a member of the Fair Labor Association and an affiliate with the Worker Rights Consortium. Barnes & Noble College Booksellers does not carry merchandise manufactured or produced by companies engaged in sweatshop operations. They do carry Alta Garcia, a company in the Designated Suppliers Program but all products may not be in this program.

http://www.bkstore.com/about_responsibility.aspx

"---" 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? :

Yes

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

http://workersrights.org/dsp/Brandeis_statement.pdf

Hospital Network

Criteria

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Ethan Cheadle

Institutional Research Coordinator
Planning and Institutional Research

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:

Scope 1 information is from the GHG information reported by Brandeis to the state of Massachusetts and Scope 2 emissions were calculated using the CA-CP calculator.

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

Yes

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

Once every three years, facilities required to submit Scope 1 emissions reports to the Massachusetts Department of Environmental Protection must have their report verified by an approved verification body. Scope 2 emissions are not verified.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	15,321 <i>Metric Tons of CO2 Equivalent</i>	18,097 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	1,060 <i>Metric Tons of CO2 Equivalent</i>	493 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	15,144 <i>Metric Tons of CO2 Equivalent</i>	20,956 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

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

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

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	2,822	2,652.50
Number of residential employees	7	8
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,966	5,564
Full-time equivalent of employees	1,587	1,547.30
Full-time equivalent of distance education students	313	0

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

	Start Date	End Date
Performance Year	June 1, 2012	May 31, 2013
Baseline Year	June 1, 2004	May 31, 2005

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

This baseline was used in our 2013 STARS submission as well as our ACUPCC reporting.

Gross floor area of building space, performance year:

2,768,062 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	188,380 <i>Square Feet</i>
Healthcare space	1,227 <i>Square Feet</i>
Other energy intensive space	0 <i>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":

A copy of the most recent GHG emissions inventory:

[2013 GHG Report Scope 1 and 2.xls](#)

The website URL where the GHG emissions inventory is posted:

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

From March 2012 to June 2014, Brandeis implemented a Sustainable Energy Program, which included the following: retrofitting lighting, replacing aging heating and cooling systems, optimizing performance of building systems, and working with building stakeholders to find other ways to conserve energy through low-cost or no-cost changes. Additional initiatives have included installation of solar hot water

systems on some residence halls and electric vehicle charging stations.

Outdoor Air Quality

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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.

Submission Note:

The NO_x number is from 2013 and the SO_x, CO, and PM numbers are from 2011. Brandeis submits this information on an annual basis to the Mass DEP, but we were not able to get more recent information.

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

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

Yes

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

The Department of Facilities Services has adopted a policy that "Facility Services' vehicles shall not sit idling for longer than 5 minutes except in the case of snow removal operations.

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:

Brandeis does a comprehensive inventory of stationary sources, including boilers and emergency generators. The inventory is done through a combined review of Brandeis' list of generators and, visual inspection of each unit, and emissions calculations for the given amount of fuel consumed for each unit.

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

	Weight of Emissions
Nitrogen oxides (NOx)	6.10 <i>Tons</i>
Sulfur oxides (SOx)	0.18 <i>Tons</i>
Carbon monoxide (CO)	13.66 <i>Tons</i>
Particulate matter (PM)	0.67 <i>Tons</i>
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

Brandeis recently concluded a three year initiative to replace boilers and adjust HVAC controls to increase efficiency and fuel consumption. In the fall of 2013 Brandeis installed solar hot water for four campus residences. This hot water is for domestic use and offsets some oil that would otherwise be burned on campus for water heating.

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Ethan Cheadle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

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

2,773,669 Square Feet

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

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

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

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

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

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

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

0 Square Feet

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

0 Square Feet

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

The date the guidelines or policies were formally adopted:

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

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

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

Building Design and Construction

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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)	No
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:

Brandeis has a commitment to create all projects at a LEED Gold (or greater) equivalent standard. Buildings are not actually certified.

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

392,068 *Square Feet*

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

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

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

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

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major

renovations used by an Established Green Building Council::

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

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

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:

392,068 Square Feet

A copy of the guidelines or policies :

[Brandeis University Capital Projects homepage.pdf](#)

The date the guidelines or policies were adopted:

Sept. 1, 2006

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

Brandeis has a commitment to create all projects at a LEED Gold (or greater) equivalent standard. Due to costs involved, buildings are not actually certified.

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

Project Managers in the office are LEED accredited and contracted firms are chosen for their green building expertise. The buildings have not been third-party certified by the US Green Building Council, but the design team works to meet the standards set by LEED.

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.brandeis.edu/capitalprojects/>

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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:

2,774,699 Square Feet

Gross floor area of building space:

2,774,699 Square Feet

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

1. Overview and Plan

The Brandeis Indoor Air Quality Management Plan has been established to ensure that everyone on the Waltham campus is adequately protected from potential indoor air quality problems. The intent is to ensure that monitoring, maintenance, investigation and corrective and preventive actions systems are in place and communicated to ensure proper indoor air quality.

2. Air Quality Monitoring and Control

Control of general indoor air quality is the responsibility of the Facilities Heating Ventilation Air Conditioning (HVAC) Department. Indoor air quality is managed through Energy Management and associated systems for the 110 buildings on campus. Brandeis utilizes its Siemens Apogee energy management system, which monitors environmental conditions of campus HVAC systems. The EMS is designed to control indoor air quality by constantly maintaining fresh air changes as well as monitoring system performance and sensors for proper operation and that IAQ is maintained within acceptable levels. The EMS system monitors conditions and will remotely alert staff if an abnormal condition exists, 24 hours a day, seven days a week.

3. Notification and Evaluation Procedures

The following procedures are to provide general guidance for actions to be taken for various scenarios relating to indoor air quality issues.

- General indoor air quality complaints can be filed with Facilities Services at x6-8500. Calls are dispatched to either a Facilities

Supervisor or directly to a trade person for evaluation.

- Brandeis staff can file a work order by going to the Facilities Services web page at:

<http://www.brandeis.edu/facilities/>

. A link on the page, “Submit a work order request,” allows for this process which tracks an assigned work order to a specific issue.

- If additional assistance is needed for odors or other unsolved IAQ issues in a building, Facilities may coordinate with the EH&S Department (6-4262) to conduct a thorough visual investigation and possible assessment of indoor air quality including potential sampling by the EH&S Department or third party consultants.
- Staff can also file any issues with the EH&S Department on its web page at:<http://www.brandeis.edu/ehs/ask.html>.

4. IAQ Investigation & Corrective Actions

Brandeis Facilities Services, through the HVAC Department, is constantly monitoring a variety of indoor air criteria and can adjust ventilation systems accordingly. Despite the controls in place, there are occasionally odors or occupant experiences, including symptoms that may include, headache, dizziness, eye irritation, congestion, dry nasal passages and others, that may indicate some type of indoor air issue. When faced with these issues and when normal HVAC adjustments do not seem to have alleviated the issue, Facilities will contact the EH&S Department.

An IAQ evaluation will follow and generally will include investigation of many of the following:

- Building ventilation system
- Temperature and relative humidity
- Odor conditions
- Evaluation of indoor spaces (furnishings, food storage, plants, perfumes, building materials etc.)
- Microbiological conditions (molds, spores, fungi)
- Particulates
- Other possible airborne contaminants (CO, CO₂, VOCs, diesel fumes, etc.)

The EH&S Department shall utilize the resources available and when necessary third party consultants to assist in the evaluation of potential sources of air quality contaminants. A report of possible findings shall be shared with the affected parties and corrective and preventive actions taken to alleviate the issue(s). The EH&S Department has a variety of tools available to help evaluate issues including 4-gas meter, moisture sensor, temperature and humidity meter, combustible gas meter, video borescope inspection camera.

The EH&S Department will retain all IAQ reports.

Based upon the evaluations of the HVAC Department, EH&S and third party contractor input where necessary, Brandeis will take the necessary actions to correct known IAQ issues. Past corrective and preventive action strategies have included HVAC adjustment, equipment repairs, odor source removal, construction material removal and repair, administrative controls and other actions to mitigate indoor air concerns.

5. Mold Management Plan

Brandeis also has an extensive Mold Management plan to support IAQ. The plan emphasizes prevention of mold through moisture control and corrective actions to resolve moisture issues, as well as remediation procedures and mold awareness training for facilities staff.

The plan covers the following areas:

- Prevention
- Notification and Evaluation Process
- Remediation
- Evaluating the Completeness of Remediation/Cleanup
- Training

6. References

New York City Department of Health and Mental Hygiene: Guidelines on Assessment and Remediation of Fungi in Indoor Environments

<http://www.nyc.gov/html/doh/html/epi/moldrpt1.shtml>

Massachusetts Executive Office of Health and Human Services: Guidance Concerning Remediation and Prevention of Mold Growth and Water Damage in Public Schools/Buildings to Maintain Air Quality

<http://www.mass.gov/eohhs/consumer/community-health/environmental-health/exposure-topics/iaq/po>

[llution/mold/prevention-of-mold-growth-and-water-damage.html](http://www.mass.gov/eohhs/consumer/community-health/environmental-health/exposure-topics/iaq/po)

U.S. EPA

http://www.epa.gov/mold/mold_remediation.html

Institute for Environmental Education (IEE)

www.ieetrains.com

Massachusetts Department of Public Health Indoor Air Quality site

<http://www.mass.gov/eohhs/consumer/community-health/environmental-health/exposure-topics/iaq/>

Occupation Safety and Health Administration Indoor Air Quality site

<http://www.osha.gov/SLTC/indoorairquality/>

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

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

11.80

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

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

Brandeis Dining purchases foods with zero trans fats, fryer oil is zero trans fat, and Fair trade coffee is campus wide. All products purchased are in accordance to with Sodexo's Better Tomorrow Plan. Our count includes local produce, milk, and certified coffee.

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

No

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

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

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

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

We are adhere to the mandates by Sodexo to stay within the guidelines of the Better Tomorrow Commitment.

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

Products are inventoried and tracked on a daily and weekly basis. If products are needed, they are ordered and replenished.

Total annual food and beverage expenditures:

4,674,474 US/Canadian \$

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

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

Has the institution achieved the following?:

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

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

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

<https://brandeis.sodexomyway.net/planet/index.html>

Low Impact Dining

Responsible Party

Ethan Cheadle

Institutional Research Coordinator
Planning and Institutional Research

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:

24.80

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

It is tracked in its own category: meat, eggs, cheese. This is standard in the industry.

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”):

Daily vegan menus include food that: contains no solid meat, no dairy, no eggs, and no honey. Dining locations on campus provide these things daily: fruit or vegetable side, a vegetarian or vegan sandwich, and a veggie burger.

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

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

<https://brandeis.sodexomyway.net/health/index.html>

Annual dining services expenditures on food:

4,674,474 US/Canadian \$

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.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	451,815.96 <i>MMBtu</i>	494,203.56 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	154,158.03 <i>MMBtu</i>	153,130.56 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

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

Gross floor area	2,774,699 <i>Gross Square Feet</i>	2,460,919 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	188,380 <i>Square Feet</i>
Healthcare space	1,227 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	6,913
Cooling degree days	529

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	June 1, 2013	May 31, 2014
Baseline Year	June 1, 2004	May 31, 2005

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

Baseline is consistent with other STARS credit submissions and ACUPCC reporting.

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

During the cooling season (approximately April 15th through October 1st), the space temperature set point for buildings with cooling systems will be 75 degrees F during occupied hours, and 80 degrees F during unoccupied hours. During the heating season (approximately October 1st through April 15th), the space temperature set point will be 70 degrees F during occupied hours, and 60 degrees F during unoccupied hours. More information here:

<http://www.brandeis.edu/campussustainability/energy/HeatingCoolingPolicy.pdf>

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

LED lighting has been installed on all outdoor fixtures. LED lamps have been issued to first year students as part of a lamp swap program. LED lighting was installed in main athletic field house. LED lighting is also being installed in renovated areas on campus.

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

Occupancy sensors have been installed in offices, conference rooms, male restrooms, and classrooms.

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

Solar domestic hot water systems have been installed on four campus residence halls to offset heating oil usage.

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

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

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

Brandeis has upgraded or re-commissioned heat recovery units, controls systems, and kitchen hoods across campus.

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

Every campus building has an EMS system that can be accessed remotely. EMS systems are used to optimize HVAC system operation and are linked to a campus space reservation system to ensure HVAC system for a particular space is only on when that space is scheduled to be occupied.

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

Brandeis' standard is to only purchase Energy Star appliances.

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

The Shapiro Science Center has a green roof.

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

Brandeis contracts with an outside vendor for all vending machines. These machines are required to be EnergyStar compliant.

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

Brandeis has been operating a GreenerLabs program to help reduce energy from fume hood operations.

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

<http://www.brandeis.edu/campussustainability/energy/index.html>

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 MMBtu
Option 2: Non-electric renewable energy generated on-site	340 MMBtu
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 MMBtu
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 MMBtu

Total energy consumption, performance year:

451,815.96 MMBtu

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

A 277kw solar array which generated 305,840 kWh in FY2013 is installed on Gosman Athletic Center, but the RECs were sold as part of the system financing so they are not counted here.

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

Four solar hot water systems are installed on residence halls.

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

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

Brandeis did not purchase RECs this year. Purchased RECs in FY 2008 for 15% of electricity use.

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

<http://www.brandeis.edu/campussustainability/energy/solar.html>

Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Ethan Cheadle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

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

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

	Area
Total campus area	<i>235 Acres</i>
Footprint of the institution's buildings	<i>19.30 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>163.70 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>52 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>0 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

The IPM plan :

IPM is practiced on managed grounds campus-wide and follows guidelines and recommendations as made by the Umass Amherst Center for Agriculture, Food, and the Environment Extension. Brandeis monitors and eliminates pests on an as-needed basis as part of the long-term prevention of pests and management of healthy grounds.

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

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

Native plants are always used for new planting and invasive species are removed by hand. Brandeis follows a list of recommended native plants from the Umass Amherst Center for Agriculture, Food, and the Environment Extension.

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

Brandeis actively practices composting its grounds waste. Compost is screened by a third-party and then used as top soil for campus projects.

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

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

Brandeis has purchased some outdoor trash receptacles made from recycled plastic.

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

Brandeis complies with local conservation commission regulations and state DEP regulations during construction jobs (e.g. ensuring use of retention ponds).

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

Salt piles are covered at all times.

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

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.brandeis.edu/facilities/whatwedo.html>

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.

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

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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.

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

Cleaning Products Purchasing

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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?:

No

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

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

Brandeis's policy is under development and is expected to be finalized in fall of 2015.

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

60,000 US/Canadian \$

Total expenditures on cleaning and janitorial products:

120,000 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?:

No

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

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

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

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

Office Paper Purchasing

Responsible Party

Ethan Cheadle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

Reducing overall paper use is an important goal at Brandeis, tips and information are at:

<http://www.brandeis.edu/campussustainability/recycling/reduce.html##paper>

.

Departments can order paper products for special use directly from Staples and are encouraged to order recycled content paper. The main contract for copier paper has no recycled content at this time.

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

Inclusive and Local Purchasing

Criteria

Part 1

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

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

Part 2

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

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

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

Life Cycle Cost Analysis

Criteria

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

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

Guidelines for Business Partners

Criteria

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

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

And/or

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

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

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

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

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

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

Transportation

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

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

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

Responsible Party

Ethan Cheadle

Institutional Research Coordinator
Planning and Institutional Research

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 :

66

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
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

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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:

76

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)	24
Walk, bicycle, or use other non-motorized means	64
Vanpool or carpool	5
Take a campus shuttle or public transportation	7
Use a motorcycle, scooter or moped	---

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

This data is based on a survey of students in 2012, which is the most recent survey available. We don't expect the numbers to have changed significantly since then.

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

<http://www.brandeis.edu/campussustainability/transportation/index.html>

Employee Commute Modal Split

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

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

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

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

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

25.50

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)	74.50
Walk, bicycle, or use other non-motorized means	5
Vanpool or carpool	3.50
Take a campus shuttle or public transportation	17
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

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

This data is based on a survey of employees in 2012, which is the most recent survey available. We don't expect the numbers to have changed significantly since then.

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

<http://www.brandeis.edu/campussustainability/transportation/index.html>

Support for Sustainable Transportation

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

The Gosman Athletic Center has showers and lockers available to all community members, including bicycle commuters. Bike racks are available in an underhang of this building.

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)?:

No

A brief description of the bicycle parking and storage facilities:

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:

Brandeis has a main pedestrian spine that connects to six main areas of campus. It is implementing improvements to campus sidewalks to help make Brandeis a more pedestrian-friendly campus.

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:

DeisBikes, Brandeis’ bicycle sharing program, began in March 2009. The program offers both day-long and semester-long bicycle rentals to all undergraduate students for a reasonable fee.

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

No

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

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

Yes

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

Brandeis operates a comprehensive shuttle system around campus and to the local neighborhoods. A weekend shuttle takes students to Boston. The Student Union also often organizes shuttles to the airport and major cities during holiday breaks. Brandeis also operates a shuttle service between campus and the MBTA Green Line. Finally, Brandeis offers discounted transit passes to graduate students and makes passes available to employees pre-tax.

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:

Brandeis partnered with NuRide, a state program of MassRides, to match commuters. NuRide also offers incentives for those who use the program.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Brandeis offers a car-sharing service through Zipcar. Faculty/staff, students, and alumni are eligible for discounted memberships.

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:

Brandeis offers three ChargePoint Level 2 (240V) dual Electric Vehicle (EV) Charging Stations on campus.

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

No

A brief description of the telecommuting program:

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

Yes

A brief description of the condensed work week program:

During the summer term, staff and faculty of the majority of departments on campus are offered a reduced work week.

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

No

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

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

Yes

A brief description of other sustainable transportation initiatives and programs:

Brandeis does not charge for the electricity as an incentive for faculty, staff, and students to use the EV charging stations.

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

<http://www.brandeis.edu/campussustainability/transportation/index.html>

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

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

Waste Minimization

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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:

Brandeis does have some composting collection, but data on the weight of this collection is not available.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	236.22 Tons	191.11 Tons
Materials composted	0 Tons	0 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons

Materials disposed in a solid waste landfill or incinerator	924.47 <i>Tons</i>	1,822 <i>Tons</i>
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Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	2,857.50	2,652.50
Number of residential employees	7	8
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,894	5,564
Full-time equivalent of employees	1,572	1,547.30
Full-time equivalent of distance education students	322	0

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

	Start Date	End Date
Performance Year	Feb. 1, 2014	Jan. 31, 2015
Baseline Year	June 1, 2004	May 31, 2005

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

Baseline year was adopted to maintain consistency with past submissions to STARS and ACUPCC reports

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

As part of implementing the new resource management program with Casella (Brandeis' hauler), waste audits were done to gauge the make-up of different waste streams on campus.

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

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

An office supply exchange is held at the annual purchasing fair.

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

The Bulletin (listing of course offerings) is available as an online publication only. The elimination of the printed edition saved over six million pages. The online version provides up-to-date course listings and academic information for the Brandeis community.

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

To discourage unnecessary printing, Brandeis charges 10 cents per page for printing.

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

Give & Go is a highly successful effort for waste reduction. Trucks full of waste are diverted. The majority of the items are donated to local Waltham organizations. Some items that are best for college student rooms are stored over the summer and resold. We also work to encourage students to store or take home belongings.

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

The Room of Requirement is open for students to exchange materials, clothes, and other items.

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

The Student Sustainability committee does an annual Weigh the Waste campaign during which waste is extrapolated from a daily weight to an annualized level to demonstrate the level of food waste to students.

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:

Dining conducts a weekly review of waste logs to help recalibrate prepared food production to limit waste.

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

Except for Kosher dining, all dining locations are trayless. Post consumer waste-weighing programs are held occasionally in all-you-can-eat locations to educate students about the impact of food waste, as well as to encourage students to reduce their waste.

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):

Reusable to-go containers are available at all dining hall locations.

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):

Both all-you-can-eat locations have reusable utensils, glasses, and dishes.

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:

A discount is offered to people who bring their own cups for coffee.

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

Dining Services purchases in bulk to reduce packaging waste.

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

<http://www.brandeis.edu/campussustainability/recycling/reduce.html>

Waste Diversion

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

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

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

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

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

Materials diverted from the solid waste landfill or incinerator:

236.22 Tons

Materials disposed in a solid waste landfill or incinerator :

924.47 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 2014 Brandeis switched to a new hauler, Casella Resource Solutions, to get a more comprehensive resource management program on campus. This builds on past efforts on campus: composting at dining halls and some residence halls, event waste management, move out diversion (Give and Go), and RecycleMania. Brandeis also works with IRN to divert old furniture for re-use.

A brief description of any food donation programs employed by the institution:

During Give & Go, unopened food is collected for donation.

A brief description of any pre-consumer food waste composting program employed by the institution:

Pre-consumer food scraps are collected by Dining to be composted at local farms through Brandeis' hauler Casella.

A brief description of any post-consumer food waste composting program employed by the institution:

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	No
Motor oil	Yes

Tires	Yes
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Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Ethan Cheadle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

75 Tons

Construction and demolition materials landfilled or incinerated :

25 Tons

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

Brandeis recently switched haulers to improve its diversion rate, but its previous hauler, Wellesley Trucking, guaranteed that an average of 75% of all construction and demolition waste was recycled. The Massachusetts Department of Environmental Protection has banned all asphalt pavement, brick and concrete, clean gypsum wallboard, ferrous and non-ferrous metals, and treated and untreated wood and wood waste, from landfill disposal, and periodically inspects waste from haulers to ensure compliance.

Hazardous Waste Management

Responsible Party

Ethan Cheadle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

Yes

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

Science labs are working to reduce chemicals needed in teaching.

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

All waste is handled with licensed hazardous waste disposal companies, this includes listed hazardous waste, Universal waste, special wastes, controlled substances, biological waste and select agents.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

Incident: Oil release on August 12, 2014

Volume: Estimated >10 gallons.

Response: A licensed LEPC and remediated the spill with clearance and closure with Mass DEP.

Cause: Unknown party that disposed of oil containers in an open dumpster in a surface parking lot

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

When labs move or do major clean outs, material is reviewed and potentially reusable chemical products are transferred to labs that can use them.

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):

Brandeis has programs to recycle both institutional and student e-waste. Brandeis has contracted with IR-Network for electronics recycling, a leader in responsible e-waste disposal. Large electronics such as TVs, laptops and monitors can be recycled on the ground floor of Feldberg Communications Center. Cell phones, batteries, inkjet cartridges, CFL bulbs, and other small electronics can be recycled in Usdan Mailroom or Science Library Hallway. These collection programs are overseen by EH&S with support from the vendor that handles the material, Triumvirate. Additionally, offices can send toner cartridges back to the vendor by asking the Staples delivery person to pick them up.

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

Televisions, computer monitors, refrigerators, air conditioners and some other electronic equipment must be recycled or disposed of separately due to hazardous materials. If they are still in working condition, we ask people to reuse them first.

Brandeis has contracted with IR-Network for electronics recycling and closely monitors their practices. IR-Network is a leader in the responsible electronics and all commodities are sold into established markets subject to monitoring and audit for environmental compliance. In addition, Facilities Services is directly responsible for safely removing refrigerants from refrigerators, air conditioners, freezers and dehumidifiers in compliance with the Clean Air Act. Any of these appliances left on campus will be properly recycled.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://www.brandeis.edu/ehs/waste/waste.html>

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

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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	70,240,943 Gallons	95,207,172 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	70,240,943 Gallons	95,207,172 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	2,822	2,626
Number of residential employees	7	8
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,894	6,353
Full-time equivalent of employees	1,572	1,379
Full-time equivalent of distance education students	322	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	2,774,699 <i>Square Feet</i>	2,461,949 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	52 <i>Acres</i>	52 <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	June 30, 2006

A brief description of when and why the water use baseline was adopted:

FY 2006 is the earliest year during which we have access to good data.

Water recycled/reused on campus, performance year:

0 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

An irrigation system using stored rainwater is powered by renewable energy from a rooftop wind turbine and photovoltaic panels on the new Mandel Building.

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

The following buildings are metered individually:

Charles River Housing- each building

157 Prospect

Ridgewood Terr.

East Quad

Central Heating Plant Usage

Ridgewood

Foster Mods

60 Turner St.

Presidential Residence

Brandeis House in NYC

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

A "no mow" and low irrigation lawn has been planted in two areas on campus.

A brief description of any weather-informed irrigation technologies employed by the institution:

Sprinklers are equipped with sensors to detect precipitation.

A brief description of other water conservation and efficiency strategies employed by the institution:

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

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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:

Brandeis complies with all Massachusetts Department of Environmental Protection storm water regulations when constructing new buildings.

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:

Brandeis incorporates multiple strategies for rainwater/stormwater management on campus, such as porous paving and rain gardens. See below for more detail.

A brief description of any rainwater harvesting employed by the institution:

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

Retention structures are employed when mandated by Mass DEP.

A brief description of any living or vegetated roofs on campus:

The Shapiro Science Center has a green roof planted with native and drought resistant species. This roof is a small "pilot" and investigation into larger areas is ongoing.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Around all areas of new construction and in updated pathways the preference has been for porous paving.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

One rain garden was planted by students in the fall of 2014. Runoff from a section of the Loop Road was diverted into a natural bowl area. This area was planted with native wetland plants.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

The pond by the chapels and the pond by Massell both act as retention ponds. Stormwater runoff from upstream areas enters the ponds at higher rates than it is allowed to leave. The ponds act a buffer, reducing the rate that stormwater leaves the site. Aeration was added to Massell pond, greatly improving the health of the pond.

A brief description of any bioswales on campus (vegetated, compost or stone):

There are vegetated swales in the same location as the stone swales, behind Heller along the road. The swales intercept runoff from the drive/parking area a convey it to the constructed wetland area.

A brief description of any other rainwater management technologies or strategies employed by the institution:

Brandeis is using underground infiltration in several locations.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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:

BEST members work with students in a Greening the Ivory Tower practicum class to implement sustainability projects on campus. In recent years, these projects have included: a rain garden, EV charging stations, a rooftop garden, and the installation of water bottle refill stations.

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 Brandeis Environmental Sustainability Team (BEST) is a campus-wide environmental group encompassing all sectors of the university - students, Facilities Services, staff, faculty, and administrators. Its mission is to help move Brandeis forward as a community of true environmental citizenship and sustainability.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Dan Feldman, VP for Planning and Institutional Research
Bill Bushey, Energy Manager
Jim Grey, VP for operations
Dennis Finn, Supervisor, Grounds/Vehicles
Laura Goldin, Professor of Environmental Studies
Anna Bessendorf, student

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

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

No

A brief description of each sustainability office:

Full-time equivalent (FTE) of people employed in the sustainability office(s):

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

Does the institution have at least one sustainability officer?:

No

Name and title of each sustainability officer:

A brief description of each sustainability officer position:

Brandeis had a sustainability officer in the past and is in the process of hiring another one.

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

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	No
Research (or other scholarship)	Yes	No
Campus Engagement	Yes	Yes
Public Engagement	Yes	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	No
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	No	No
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	No
Investment	No	No

Other

No

No

A brief description of the plan(s) to advance sustainability in Curriculum:

As a signatory to the American College & University Presidents' Climate Commitment, Brandeis has committed to 'taking actions to make climate neutrality & sustainability a part of the curriculum and other educational experiences for all students.' The Campus Strategic plan includes an action under Objective B to "Incorporate issues of sustainability into the teaching and research activities of the university." The Climate Change Action Plan includes a number of recommendations for enhancing sustainability topics within the curriculum, including implementing a sustainability graduation requirement, integrating sustainability into regular courses, and using an environmentally-focused book for the first year reading program.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

As a signatory to the American College & University Presidents' Climate Commitment, Brandeis has committed to 'actions to expand research or other efforts necessary to achieve climate neutrality.' The Climate Change Action Plan also includes recommendations for expanding research offerings, celebrating research regarding sustainability, and connecting this research to campus.

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

Brandeis' Climate Change Action plan includes goals to create an energy awareness and behavioral change program.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Achieve a 5% reduction in energy usage due to the energy awareness and behavioral change outreach program by FY 2015.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Campus Sustainability staff, Energy/Facilities Staff

A brief description of the plan(s) to advance Public Engagement around sustainability:

The Climate Change Action Plan includes a goal to increase sustainability-related outreach activities.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

Brandeis' Climate Change Action plan establishes a variety of goals for reducing greenhouse gas emissions.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Brandeis aims to become carbon neutral by 2050. The plan also sets interim emissions reductions goals.

Accountable parties, offices or departments for the Air and Climate plan(s):

Campus Sustainability staff, Energy/Facilities Staff

A brief description of the plan(s) to advance sustainability in Buildings:

The Climate Change Action Plan includes a number of goals related to building, including evaluating space utilization before constructing new buildings.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

By 2015, Brandeis will have a LEED Gold Building Standard for New Construction and Renovations

Accountable parties, offices or departments for the Buildings plan(s):

Facilities & Construction staff

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The Climate Change Action Plan includes recommendations for auditing GHG emissions of food purchases, prioritizing the purchase of local food, reducing food waste, and creating a long term food sustainability plan.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Use Campus Carbon Calculator or other tools to track the Greenhouse Gases of food purchases by FY 2011.

Track and publicly display the food vendors by FY 2011.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Dining Services

A brief description of the plan(s) to advance sustainability in Energy:

The Climate Change Action Plan includes goals for energy efficiency and conservation, including a detailed timetable describing GHG emission reductions through energy savings programs, renewable energy credits, fuel switching/cogeneration, and other measures.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Achieve a 10% reduction in energy use from efficiency and renewables by 2015.

Derive 30% of electricity from renewable sources by 2020.

Derive 75% of electricity from renewable sources by 2030.

Derive 100% of electricity from renewable sources by 2050.

Accountable parties, offices or departments for the Energy plan(s):

Campus Sustainability staff, Energy/Facilities Staff

A brief description of the plan(s) to advance sustainability in Grounds:

The Climate Change Action Plan includes a goal of protecting campus forests.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

The Climate Change Action Plan establishes a goal of purchasing low carbon products, including recycled paper.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

All electronics purchased after FY2011 must be Energy Star rated.

Accountable parties, offices or departments for the Purchasing plan(s):

Procurement Services

A brief description of the plan(s) to advance sustainability in Transportation:

The Climate Change Action Plan includes a section on transportation that includes a goal of incentivizing the community to use low carbon transportation options, potentially through changes in parking fees.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Achieve 15% reduction of emissions from commuting by 2011.

Accountable parties, offices or departments for the Transportation plan(s):

Campus Sustainability staff, Department of Public Safety

A brief description of the plan(s) to advance sustainability in Waste:

The Climate Change Action Plan includes goals related to minimizing waste.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Achieve a recycling rate of 30% by 2015.

Accountable parties, offices or departments for the Waste plan(s):

Campus Sustainability staff, Facilities Services

A brief description of the plan(s) to advance sustainability in Water:

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

Brandeis' 2013 strategic plan includes several actions and objectives to increase diversity on campus.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Increase student diversity within all our graduate programs - Create a graduate-level program, modeled on the Posse Program, to provide graduate education to more students of underrepresented groups.

Create a senior administrative position for institutional diversity, to ensure that diversity is integrated throughout Brandeis and to serve as adviser to both the President and the Provost on issues of diversity.

Make defined subject area ""cluster hires"" that would provide opportunities to enhance diversity.

Create additional two-year post-doctoral fellowships and improve our recruitment of candidates from underrepresented groups.

Ensure that diversity and inclusion are embedded in classroom experiences through civil dialogue.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Brandeis administration, department heads, hiring committees

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Brandeis' strategic plan includes a goal of facilitating healthy living through a community health approach that integrates health and recreation services and organizations across campus.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Integrating sustainability into the Brandeis experience for students, faculty, and staff is a key objective in Brandeis' strategic plan. This includes promoting a healthy, active community, renovating buildings and offices, incorporating sustainability into curriculum, and cultivating awareness, among other items.

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

<http://www.brandeis.edu/campusustainability/climate/actionplan.html>

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Anita Hill

Senior Advisor to the Provost, Professor of Social Policy, Law, and Women's Studies
Heller School of Social Policy and Management

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	---
Employee diversity and equity	---

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Provost's Steering Committee on Diversity sponsors a variety of activities and events designed to increase internal capacity to serve as effective stewards for diversity at Brandeis.

Following is the diversity statement of Brandeis University, adopted March 15, 2006.

Established in 1948 as a model of ethnic and religious pluralism, Brandeis University:
Considers social justice central to its mission as a nonsectarian university founded by members of the American Jewish community;
Aims to engage members of our community as active citizens in a multicultural world;
Seeks to build an academic community whose members have diverse cultures, backgrounds and life experiences;
Believes that diverse backgrounds and ideas are crucial to academic excellence;
Recognizes the need to analyze and address the ways in which social, cultural and economic inequalities affect power and privilege in the larger society and at Brandeis itself;
Honors freedom of expression and civility of discourse as fundamental educational cornerstones;
Seeks to safeguard the safety, dignity and well-being of all its members; and
Endeavors to foster a just and inclusive campus culture that embraces the diversity of the larger society.

The full-time equivalent of people employed in the diversity and equity office:

3

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.brandeis.edu/provost/diversity/committees/index.html>

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	---
Administrators	---

A brief description of the cultural competence trainings and activities:

The Office of Global Affairs holds a symposium on Intercultural Teaching and Learning for faculty and staff. It features Darla Deardorff from Duke University who leads workshops on global or inter-cultural competence.

The website URL where information about the cultural competence trainings is available:

<http://www.brandeis.edu/humanresources/training.html>

Assessing Diversity and Equity

Responsible Party

Anita Hill

Senior Advisor to the Provost, Professor of Social Policy, Law, and Women's Studies
Heller School of Social Policy and Management

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:

There has been more recent surveying but we were not able to gather the information in time for the submission. The next STARS report by Brandeis will include more updated information.

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

Brandeis University provides surveys every year for the first year students and senior students. The survey includes diversity issues.

Has the institution assessed student diversity and educational equity?:

A brief description of the student diversity and educational equity assessment(s):

Has the institution assessed employee diversity and employment equity?:

A brief description of the employee diversity and employment equity assessment(s):

Has the institution assessed diversity and equity in terms of governance and public engagement?:

A brief description of the governance and public engagement assessment(s):

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

Support for Underrepresented Groups

Responsible Party

Anita Hill

Senior Advisor to the Provost, Professor of Social Policy, Law, and Women's Studies
Heller School of Social Policy and Management

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:

Programs include but are not limited to:

MOSAIC Program:

The Intercultural Center works in conjunction with the Department of Community Living and the First-Year Experience Program to support a smooth transition for incoming students. This program includes: programs, retreats, and a Mentor program for incoming students.

Ally Openness and Understanding Training:

This program is sponsored by the Intercultural Center and Queer Resource Center. It is a lesbian, gay, bisexual, transgender and queer ally training program.

The training focuses on sexual orientation and gender-identity issues on college campuses, including identity development and coming-out experiences. The program is open to all Brandeis undergraduates, graduate students, faculty and staff.

The Brandeis Gateway Scholars Program:

Developed to provide students with the high level of English necessary to be successful in the challenging academic program at Brandeis.

Students join the Brandeis community in July for courses focused on developing skills in reading, writing, listening and speaking. Students will also visit many museums and historical sites in and around Boston. Upon completion of the summer session, Gateway Scholars will participate in first-year orientation before beginning the fall semester. In the fall, scholars will take a combination of undergraduate courses and Gateway English courses. Upon completion of the program, students will continue with a full undergraduate curriculum in the spring.

BRANDEIS POSSE PROGRAM:

Brandeis Posse is a merit-based scholarship program founded by Brandeis alumna Debbie Bial, '87. Each year, ten students are selected as Brandeis Posse Scholars from a pool of over 1600 candidates in New York City, making Posse one of the most competitive scholarship competitions in the country. Brandeis Posse Scholars are selected for their academic, leadership, and communication skills. They are expected to be not only strong students but also demonstrate outstanding interpersonal and problem-solving skills. Brandeis Posse Scholars reflect the diversity of New York City, and race, family income, and parental background are not factors in the awarding of the scholarship.

Community Prejudice Response Task Force is a group of staff, faculty, and students which was formed in the fall of 2006 to deal with issues of discrimination affecting the Brandeis community.

As its mission statement says, the CPR task force aims to promote the University's commitments to mutual respect and social justice, while taking necessary steps should those commitments be compromised. Our mission is to serve the Brandeis student body in addressing acts of bias, intentional or accidental, by offering resources for students seeking advice, while assuring their safety and well-being on campus.

The website URL where more information about the support programs for underrepresented groups is available:

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?:

A brief description of the institution's discrimination response policy, program and/or team:

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Support for Future Faculty Diversity

Responsible Party

Anita Hill

Senior Advisor to the Provost, Professor of Social Policy, Law, and Women's Studies
Heller School of Social Policy and Management

Criteria

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

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Programs include but are not limited to:

Graduate School Program and Enrollment - Almost 40% of our graduate students are international students or members of traditionally under-represented populations — graduate students provide diversity to Brandeis, inside and outside of the classroom. Multiple Fellowships for Diverse Student PHD students exist. An Example at the Heller School Wyatt Jones Endowed Fellowship Fund.

Faculty Diversity Representatives at Brandeis oversee the process of hiring new faculty at Brandeis. They are responsible for overseeing the fair treatment of minority and female faculty in their consideration for hiring, tenure-track, and tenured faculty. The diversity representative focuses on the diversity of the applicant pool and holds departments responsible for lack of diversity in their department or their applicant pool. If a department does not meet the standards of the diversity representative, the department is required to organize outreach initiatives in order to correct the imbalance.

The Lerman-Neubauer Fellowship Program at Brandeis University was inaugurated in 2008 to recognize students with exceptional scholastic records who possess the potential to make significant contributions to the academic field of their choice. Students admitted into this program should have a serious interest in research and educational exploration.

The website URL where more information about the faculty diversity program(s) is available :

http://www.brandeis.edu/provost/diversity/searches/Diversity_Rep_Role_12Apr07.pdf

Affordability and Access

Responsible Party

Lea Lupkin

Interim Sustainability Coordinator
Facilities Services

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

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

Brandeis provides merit scholarships to students, need based financial aid, federal work-study, and university employment programs. Brandeis is committed to meeting full demonstrated need for our incoming first-year students. Over 50 percent of Brandeis undergraduates receive need-based financial assistance each year.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Programs include but are not limited to:

Brandeis' Transitional Year Program (TYP), part of the Office of Academic Services, is an integral part of the University's founding and enduring commitment to social justice. Founded in 1968, the TYP is a one-year academic program for students who have developed the skills for college success by practicing leadership in their life experiences. The TYP experience allows these students to learn about new possibilities for their lives, and to apply the focus, energy, tenacity, perseverance, and maturity previously devoted to prevailing in the face of personal challenges, to now pursuing academic success.

The intelligent and talented students selected to participate in the TYP typically have not had access to AP and honors courses in their previous schooling experiences. For this reason, the TYP guarantees small classes, rigorous academics, and strong academic support.

A brief description of the institution's scholarships for low-income students:

Programs include but are not limited to:

Martin Luther King Jr. Scholarship

This scholarship is awarded to entering first-year students on the basis of academic performance and extracurricular participation in secondary school, outstanding community involvement and demonstrated financial need.

A brief description of any programs to guide parents of low-income students through the higher education experience:

A brief description of any targeted outreach to recruit students from low-income backgrounds:

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Brandeis evaluates a student's academic record, extracurricular activities, essay and recommendations, standardized tests, and interviews. There is no minimum grade-point average for admission to Brandeis, SAT or ACT with writing is require, TOEFL is required for students who have learned English as a second language.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

Programs include but are not limited to:

University policy has nine conditions under the Financial Aid policy (

<http://www.brandeis.edu/registrar/bulletin/provisional/college/finaid.html>.

)

The amount of financial aid is awarded is determined based on federal government regulations and university policies governing financial aid programs. A family's ability to support the student's costs of education analyzed via the Free Application for Federal Student Aid (FAFSA), the CSS/Financial Aid Profile, and federal income tax returns.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Programs include but are not limited to:

The textbook voucher program is run through the Office of Academic Services. Each semester, Academic Services awards book vouchers, ranging from \$50-\$150 to undergraduate students in need of assistance to purchase textbooks. To be eligible to receive the voucher, students must be Pell Grant recipients and have exhausted all possible financial resources.

Does the institution have policies and programs in place to support non-traditional students?:

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
--	--------------------

The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

<http://www.brandeis.edu/sfs/>

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

Scot Bemis

Vice President for Human Resources

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:

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,

full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

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.brandeis.edu/humanresources/compensation/compphilosophy.html>

Assessing Employee Satisfaction

Responsible Party

Scot Bemis

Vice President for Human Resources

Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

No

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Brandeis does not have an employee satisfaction evaluation or survey.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is

available:

Wellness Program

Responsible Party

Allison Cohen
Student Researcher
Campus Sustainability Initiative

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	---
Staff	Yes
Faculty	---

A brief description of the institution’s wellness and/or employee assistance program(s):

Brandeis has an EAP (Employee Assistance Program) as well as a Wellness Program. The Wellness Program "promotes the six dimensions of health: physical, social, spiritual, psychological, occupational and intellectual,". Brandeis provides facilities and services to meet the needs of all six areas.

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

<http://www.brandeis.edu/humanresources/benefits/wellness/index.html>

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

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

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Sustainable Investment

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

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

Investment Disclosure

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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:

Justice Brandeis Semester

A brief description of the innovative policy, practice, program, or outcome :

Justice Brandeis Semester is a unique program which offers several intensive 8-, 9- or 10-week programs combining thematically linked courses, internships, field-based research experiences, creative work, and community engagement opportunities – all designed to help students delve deeply into a specific area of inquiry. JBS carries academic credit and offers programs in Bio-Inspired Design, Environmental Health and Justice, Connect to Change: Social Media for Social Movements, Food, Lifestyle and Health, and Health, Law, and Justice.

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:

[IN-1 Justice Brandeis Semester.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	No
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.brandeis.edu/jbs/>

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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:

Greening the Ivory Tower: Improving Sustainability of Brandeis and Community

A brief description of the innovative policy, practice, program, or outcome:

This course (AMST 191b) is an innovative, hands-on course which allows students to actively explore strategies for creating healthy, resilient, and environmentally sustainable communities in the face of increasingly daunting environmental challenges. Students collaborate with university partners, the Campus Sustainability Initiative and community organizations and agencies to design and implement sustainability projects creating measurable benefits to the campus and local Waltham environment. The goal: achieve sustainability success stories and change the face of the campus and local community.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The “Greening” course has been a source and incubator of many environmental improvements at Brandeis over the years, including DeisBikes (the bike sharing program), Tap Brandeis (and advocacy campaign focused on bottled water), a rooftop farm, and more.

A letter of affirmation from an individual with relevant expertise:

[IN-2 Greening the Ivory Tower.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	Yes
Energy	No

Grounds	Yes
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.brandeis.edu/programs/environmental/undergrad/greeningcourse/>

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

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.
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Title or keywords related to the innovative policy, practice, program, or outcome:

No Mow Zones

A brief description of the innovative policy, practice, program, or outcome:

Brandeis has designated two areas of grounds totaling 1 acre as no-mow zones. They are quite visible and could be classified as "front lawn". The zones are not irrigated or fertilized and are only mowed 1-2 times a year based on growth between spring and fall to ensure they look presentable as both areas are high traffic.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

By reducing the area of land mowed, Brandeis is reducing GHG emissions from the use of grounds-equipment, reducing waste from organic waste, and reducing water use for maintaining the zone. It is also creating wildlife habitat.

A letter of affirmation from an individual with relevant expertise:

[IN-3 No Mow Zone.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	No
Energy	Yes
Grounds	Yes

Purchasing	No
Transportation	No
Waste	No
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Responsible Party

Ethan Cheatle

Institutional Research Coordinator
Planning and Institutional Research

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
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Title or keywords related to the innovative policy, practice, program, or outcome:

Creativity, the Arts and Social Transformation (CAST) Program

A brief description of the innovative policy, practice, program, or outcome:

The minor in Creativity, the Arts, and Social Transformation (CAST) creates a community of inquiry in which students and faculty members explore theories and practices at the nexus of the arts and cultural work, justice-seeking and peacebuilding, and creativity. Students will be introduced to a range of theories of change that link creative engagement with strategic thinking; acquire skills to think critically about artistic and cultural interventions; and begin to develop capacities to design, assess, enact, document and/or facilitate creative projects that contribute to more just and less violent communities.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Learning outcomes for the program include (among many): Increased awareness of and capacities to act in accordance with ethical sensibilities required to engage communities in creative processes. Students also learn a hybrid of presentation skills and the ability to link theory with creative practice.

A letter of affirmation from an individual with relevant expertise:

[IN-4 CAST.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No

Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	Yes
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.brandeis.edu/programs/cast/>