

Brown 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:

Baccalaureate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

3,200,000,000 *US/Canadian \$*

Total campus area:

145 *Acres*

IECC climate region:

Marine

Locale:

Mid-size city

Gross floor area of building space:

6,341,821 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

1,229,774 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

192,927 *Square Feet*

Floor area of residential space:

1,916,879 *Square Feet*

Electricity use by source::

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

Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

5

Number of academic departments (or the equivalent):

57

Full-time equivalent enrollment:

8,454

Full-time equivalent of employees:

3,835

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

6,168

Total number of graduate students:

2,359

Number of degree-seeking students:

8,670

Number of non-credit students:

0

Number of employees:

3,835

Number of residential students:

4,850

Number of residential employees:

6

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

Jessica Berry

Sustainability Manager

Energy & Environment

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	849	547
Number of sustainability courses offered	6	15
Number of courses offered that include sustainability	60	30

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

11

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

57

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):

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

Course Code Short Title Meeting Time Primary Instructor Location
 BIOL 0210 Diversity of Life MWF, 11:00-11:50 am James R. Kellner Bio Med Cntr B13
 ECON 0110 Principles of Economics MWF, 9:00-9:50 am Rachel M. Friedberg Salomon Cntr, DECI
 ENVS 0490 Introduction to Environmental Science TR, 10:30-11:50 am Stephen Porder Kassar House FOX
 ENVS 1920 Analysis and Resolution of Env. Problems TR, 1:00-2:20 pm Leah K. VanWey UEL 106
 ANTH 0110 Anthropology and Global Social Problems MWF, 2:00-2:50 pm Daniel J. Smith BERT 130
 ANTH 1940 Ethnographic Research Methods R, 4:00-6:30 pm Lina M. Fruzzetti Feinstein Bldg 104
 APMA 1650 Statistical Inference I TR, 1:00-2:20 pm Caroline J. Klivans Salomon Center 001
 BIOL 0410 Invertebrate Zoology MWF, 11:00-11:50 am Stefan Siebert Bio Med Cntr 081
 BIOL 0430 The Evolution of Plant Diversity TR, 9:00-10:20 am Timothy J. Whitfeld Salomon Center 203
 BIOL 0480 Evolutionary Biology MWF, 9:00-9:50 am David M. Rand BERT 130
 BIOL 1470 Conservation Biology TR, 9:00-10:20 am Colleen Hitchcock Smith-Buonanno 201
 BIOL 1480 Terrestrial Biogeochemistry MWF, 10:00-10:50 am Stephen Porder Bio Med Cntr 081

CHEM 0330 Equilibrium, Rate, and Structure MWF, 10:00-10:50 am Lai-Sheng Wang MacMillan Hall 117

ECON 1110 Intermediate Microeconomics TR, 1:00-2:20 pm Mark Gradstein Wilson Hall 102

ECON 1560 Economic Growth MWF, 11:00-11:50 am David N. Weil Smith-Buonanno 101

ECON 1620 Introduction to Econometrics TR, 9:00-10:20 am Frank Kleibergen BERT 130

ENVS 0070C Transcending Transportation Impacts TR, 1:00-2:20 pm Kurt Teichert Keeney LOUNGE

ENVS 0070D The Misuse of Scientific Info TR, 2:30-3:50 pm Cornelia Dean Watson Institute 116

ENVS 0110 Humans, Nature, and the Environment MWF, 10:00-10:50 am M. Dawn King Sidney Frank, MARC

ENVS 0455 Coastal Ecology and Conservation TR, 1:00-2:20 pm Mark D. Bertness Walter Hall 102

ENVS 0485 Brazil's Rainforests M, 3:00-5:30 pm Luiz Martinelli UEL 106

ENVS 0510 International Env. Law and Policy MWF, 1:00-1:50 pm Caroline Anne Karp Salomon Center 202

ENVS 1350 Environmental Economics and Policy TR, 10:30-11:50 am Sriniketh S. Nagavarapu UEL 106

ENVS 1400 Sustainable Design in the Built Env. W, 3:00-5:30 pm Kurt Teichert UEL 106

ENVS 1415 Power, Justice, and Climate Change TR, 9:00-10:20 am J. Timmons Roberts UEL 106

ENVS 1491 SES-Terrestrial Ecosystem Analysis Off Campus @ MBL TBA Woods Hole, MA

ENVS 1492 SES-Aquatic Ecosystem Analysis Off Campus @ MBL TBA Woods Hole, MA

ENVS 1530 From Locke to Deep Ecology TR, 2:30-3:50 pm Caroline Anne Karp UEL 106

ENVS 1575 Engaged Climate Policy M, 3:00-5:30 pm J. Timmons Roberts BERT 207

GEOL 1110 Estuarine Oceanography MWF, 1:00-1:50 pm Warren L. Prell Geo-Chem Bldg 039

GEOL 1130 Ocean Biogeochemical Cycles MWF, 2:00-2:50 pm Timothy D. Herbert MacMillan Hall 101

GEOL 1320 Intro to GIS for Environmental Applications TR, 1:00-2:20 pm Lynn Carlson TBA

GEOL 1370 Environmental Geochemistry TR, 9:00-10:20 am Yongsong Huang MacMillan Hall 101

HIST 1790 Environmental History MWF, 1:00-1:50 pm Lukas B. Rieppel Smith-Buonanno G12

MATH 0090 Introductory Calculus, Part I Various Days & Times Various Professors Various Locations

MATH 0100 Introductory Calculus, Part II Various Days & Times Various Professors Various Locations

PHYS 0050 Foundations of Mechanics MW, 8:30-9:50 am Miquel Dorca Barus & Holley 166

POLS 0400 Intro to International Politics TR, 2:30-3:50 pm Jordan N. Branch Salomon Center 001

SOC 1100 Intro Statistics for Social Research TR, 10:30-11:50 am David P. Lindstrom BERT 130

SOC 1117 Focus Groups for Market & Soc. Research MW, 8:30-9:50 am Lisa Dicarolo Salomon Center 203

ECON 0110 Introduction to Economics MWF, 10:00-10:50 am Sylvia Kuo Salomon Center, DEC1

ENVS 0495 Intro. to Env. Social Sciences TR, 9:00-10:20 am Scott Frickel Wilson Hall 101

GEOL 0240 Earth - Evolution of a Habitable Planet MWF, 11:00-11:50 am Timothy D. Herbert Lincoln Field Bldg. 209

ENVS 1925 Energy Policy and Politics M, 3:00- 5:30 pm M. Dawn King UEL 106

ENVS 1929 The Fate of the Coast TR, 4:00-5:20 pm Cornelia Dean UEL 106

APMA 0650 Essential Statistics TR, 9:00-10:20 am Matthew T. Harrison BERT 130

BIOL 0420 Principles of Ecology TR, 9:00-10:20 am Jon D. Witman S. Frank Hall, MARC

BIOL 0495 Statistical Analysis of Biological Data TR, 2:30-3:50 pm Sohini Ramachandran Wilson Hall 301

CHEM 0330 Equilibrium, Rate, and Structure TR, 10:30-11:50 am Christoph Rose-Petruck MacMillan Hall 117

ECON 1110 Intermediate Microeconomics Various Meeting Times DeClippel & Vohra TBA

ECON 1410 Urban Economics MW, 8:30-9:50 am Nathaniel Baum-Snow Smith Buonanno Hall G18

ECON 1510 Economic Development TR, 2:30-3:50 pm Anja Sautmann Wilson Hall 309

ECON 1530 Health, Hunger and the Household W, 3:00-5:30 pm Andrew D. Foster Smith Buonanno Hall G13

ECON 1620 Introduction to Econometrics MWF, 10:00-10:50 am Dimitra Politi List Art Center 120

EDUC 1100 Intro Qualitative Research Methods M, 3:00- 5:30 pm Margary D. Martin Watson Institute 112

ENGN 0720 Thermodynamics TR, 10:30-11:50 am Clyde L. Briant Salomon Center 001

ENGN 1930U Renewable Energy Technologies MWF, 12:00-12:50 pm Christopher Bull Barus & Holley 161

ENVS 0520 Wild Lit in the Urban Landscape F, 3:00-5:30 pm Rick Benjamin Alumnae Hall 212

ENVS 1355 Env. Issues in Development Economics TR, 10:30-11:50 am Sriniketh S. Nagavarapu J. Walter Wilson 202

ENVS 1410 Environmental Law and Policy TR, 2:30-3:50 pm Caroline Anne Karp UEL 106

ENVS 1455 Marine Conservation Science and Policy TR, 9:00-10:20 am Heather M. Leslie UEL 106
 ENVS 1500 Env Justice & Climate Change in RI Tri-Lab Engaged Research T, 2:30-4:50 pm J. Timmons Roberts 10 Davol Square
 ENVS 1555 Urban Agriculture TR, 1:00-2:20 pm M. Dawn King UEL 106
 ENVS 1580 Environmental Stewardship and Resilience TR, 10:30-11:50 am Kurt Teichert UEL 106
 ENVS 1965 Engaged Environmental Scholarship W, 3:00-5:30 pm Heather M. Leslie BERT 102
 GEOL 1330 Global Environmental Remote Sensing TR, 1:00-2:20 pm John F. Mustard MacMillan Hall 101
 GEOL 1350 Weather & Climate TR, 2:30-3:50 pm Meredith K. Hastings MacMillan Hall 101
 GEOL 1660 Instrumental Analysis w/ Env Apps TR, 10:30-11:50 am David W. Murray / J. William Suggs
 TBA
 MATH 0090 Introductory Calculus, Part I MWF, 2:00-2:50 pm TBA Barus & Holley 159
 MATH 0100 Introductory Calculus, Part II MWF, 10:00-10:50 am Daniel J. Katz MacMillan Hall 115
 SOC 1100 Intro Statistics for Social Research TR, 1:00-2:20 pm Gregory C. Elliott Metcalf Research Bldg. AUD
 SOC 1340 Principles and Methods of GIS MW, 8:30-9:50 am Rachel S. Franklin CIT Ctr. 265
 SOC 1871D Sophomore Seminar in Sociology of Development M, 3:00-5:30 pm Jose Itzigsoh VGQ 116E
 SOC 1870K Demographics and Development M, 3:00-5:30 pm Michael White Sayles Hall 005

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

<http://www.brown.edu/about/administration/institutional-research/factbook/courses>

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

-----Unknown-----

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

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	---
Practicums	---
Independent study	---
Special topics	---

Thesis/dissertation	---
Clinical	---
Physical education	---
Performance arts	---

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

Does the institution designate sustainability courses on student transcripts?:

Learning Outcomes

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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.

Submission Note:

Brown does not currently have a definition of "sustainability learning outcomes."

"---" 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:

50

Total number of graduates from degree programs:

2,363

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:

Environmental Studies Concentration (A.B. Degree)

Environmental Science Concentration (Sc.B. Degree)

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

- Air, Climate and Energy■
- Land, Water and Food Security■
- Sustainability in Development■
- Conservation Science and Policy
- Natural Systems
- Human Health and well being
- Equity and Governance

To understand the context and complexities of environmental sustainability from a multi-disciplinary background

To be able to develop research questions that can advance our ability to meet sustainability challenges

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

Undergraduate Program

Responsible Party

Jessica Berry

Sustainability Manager

Energy & Environment

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

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

Many of the most pressing challenges of the 21st Century are environmental ones. We must find ways to feed a growing human population while maintaining the natural life support system provided by the Earth's ecosystems; to make built environments more efficient as urban areas continue to grow dramatically in size; and to meet the challenges posed by rising sea-level and increasing global temperatures. These challenges are complex, multifaceted and can best be solved with expertise from multiple, relevant disciplines. To prepare students to meet these challenges, the Institute at Brown for Environment and Society (IBES) offers two undergraduate degrees: an A.B. in Environmental Studies and a Sc.B. in Environmental Science. The A.B. and Sc.B. degrees vary primarily in the number of course requirements; the Sc.B. is a more in-depth treatment of a single field. Both degrees provide interdisciplinary exposure to the natural and social sciences, as well as public policy. Both degrees also develop depth in a primary field by requiring students to select one of four tracks of study. Through a rigorous set of core courses, track requirements, and a course or project-based capstone experience, our students are primed to make meaningful contributions to environmental scholarship and outreach at local, national and global scales.

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

<http://envstudies.brown.edu/academics/index.html>

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

Environmental Sciences

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

Many of the most pressing challenges of the 21st Century are environmental ones. We must find ways to feed a growing human population while maintaining the natural life support system provided by the Earth's ecosystems; to make built environments more efficient as urban areas continue to grow dramatically in size; and to meet the challenges posed by rising sea-level and increasing global temperatures. These challenges are complex, multifaceted and can best be solved with expertise from multiple, relevant disciplines. To prepare students to meet these challenges, the Institute at Brown for Environment and Society (IBES) offers two undergraduate degrees: an A.B. in Environmental Studies and a Sc.B. in Environmental Science. The A.B. and Sc.B. degrees vary primarily in the number of course requirements; the Sc.B. is a more in-depth treatment of a single field. Both degrees provide interdisciplinary exposure to the natural and social sciences, as well as public policy. Both degrees also develop depth in a primary field by requiring students to select one of four tracks of study. Through a rigorous set of core courses, track requirements, and a course or project-based capstone experience, our students are primed to make meaningful contributions to environmental scholarship and outreach at local, national and global scales.

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

<http://envstudies.brown.edu/academics/index.html>

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

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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?:

No

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

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

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

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

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

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

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

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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?:

No

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

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

Sustainability Literacy Assessment

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

Submission Note:

Brown does not currently conducts an assessment of the sustainability literacy of its students.

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

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

0

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

0

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

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

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

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

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

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

Incentives for Developing Courses

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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.

Submission Note:

Brown has not yet defined "sustainability courses" or "sustainability research." This is something the Sustainability Strategic Planning committee convened in FY13 may cover. Currently the Environmental Change Initiative at Brown supports a "broad interdisciplinary approach [to environmental problems research] that brings together scientists and students from the physical, life and social sciences as well as the public policy arena."

"---" 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

Jessica Berry
Sustainability Manager
Energy & Environment

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:

80

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

616

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

10

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:

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

No inventory like this exists

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

-----See Above-----

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:

Support for Research

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

Criteria

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

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

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

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

Yes

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

The Voss Environmental Fellows Program is a different kind of independent research experience, introducing undergraduate researchers to the dynamic interface between environmental scholarship, policy, and practice. Student-faculty-practitioner teams develop research projects to meet shared objectives – directing scientific discovery into channels that will inform current and future management choices.

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

<http://blogs.brown.edu/bef/>

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

Yes

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

The mission of Brown University is “to serve the community, the nation, and the world by discovering, communicating, and preserving knowledge and understanding in a spirit of free inquiry, and by educating and preparing students to discharge the offices of life with usefulness and reputation.”

The Institute at Brown for Environment & Society will support this mission through the lens of sustaining life on earth. IBES organizes our research into four interdisciplinary thematic areas, each centered on an organizing question and led by a faculty member with expertise in the area. These themes draw on foundational research strengths present in our partner departments, centers, and institutes here at Brown University.

Research Themes:

Natural Systems

Food&Water

Human Health & Well-being

Equity & Governance

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

<http://www.brown.edu/academics/institute-environment-society/research-1>

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

Yes

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

Brown is a research university that regards the creation of knowledge as one of its fundamental missions. Our faculty and students work at the cutting edge of research in their fields and collaborate with colleagues across disciplines and around the world to address society’s biggest challenges.

The University has strengthened all aspects of its research infrastructure in the past decade. Among its many achievements are its investment in high-performance computing, the creation of a School of Public Health and a School of Engineering, the opening of the Cogut Center for the Humanities, and the opening of the Institute for Computational and Experimental Mathematics, the only mathematics research institute funded by the National Science Foundation in New England.

Brown has created centers and initiatives that bring traditional disciplines for collaboration and research in areas such as brain science, spatial structures in the social sciences, and the Joukowsky Institute for Archaeology and the Ancient World.

The Office of the Vice President for Research advances the research enterprise at Brown by supporting our faculty and students in all aspects of their research activities from the conception of new ideas through the dissemination of the knowledge they create.

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

<http://www.brown.edu/research/>

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

No

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

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

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

Meggie Patton

Student Engagement Coordinator
Energy & Environmental

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

8,454

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

EcoReps

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

30

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

EcoReps work with the department of Facilities Management to help foster a campus culture that embraces environmental conservation and sustainable resource management.

EcoReps are passionate, environmentally-minded individuals who work to raise environmental awareness within the Brown community. We believe no act is too small to make a difference, and strive to educate and invoke true behavior change on campus. Because of our fun and simple outreach methods, anyone can get involved!

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

Anyone is welcome to join EcoReps. The EcoReps Coordinator is a position paid by the Department of Facilities Management, and interested candidates are interviewed and asked to show strong group leadership qualities. Area EcoReps are also hired by Facilities Management, and they are usually dedicated EcoReps who seek more responsibility and leadership in the program.

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

EcoReps receive bi-weekly trainings on sustainability best-practices and peer-to-peer communication skills; they attend regional conferences and host a leadership workshop.

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

The program is supported by the Energy and Environmental Programs Office in Facilities Management. The Office has 1 full time staff member who meets with the EcoReps coordinator weekly. Additionally, the office hires other interns with skills in data analysis and graphic design to support the program.

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

Green Event

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

15

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

Green Event is a student-driven initiative to promote and facilitate sustainable event planning at Brown University.

We're supporting the growth of Brown's environmentally friendly culture by making it easy to adopt eco-conscious practices.

Our certification program is a simple framework for reducing waste, lowering our carbon footprint, supporting local businesses, and educating consumers.

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

One coordinator is hired by Facilities Management while the rest are volunteer.

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

These students are trained by their leadership and other student groups including Food Recovery Network and the Sustainable Food Initiative.

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

The program is supported by the Energy and Environmental Programs Office in Facilities Management. The Office has 1 full time staff member who meets with the Green Event coordinator weekly. Additionally, the office hires other interns with skills in data analysis and graphic design to support the program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

Meggie Patton

Student Engagement Coordinator
Energy & Environmental

Criteria

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

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

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

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

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

100

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

All incoming first years, transfers, and dual-degree RISD/Brown students are greeted at key check in by an EcoReps volunteer. Students are also given a reusable bottle and encouraged to research and engage with environmental student groups. Additionally, recycling training is offered to all residential peer leaders at their first floor meetings during orientation weekend.

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

<http://www.brown.edu/initiatives/brown-is-green/green-dorm-room>

Responsible Party

Meggie Patton

Student Engagement Coordinator
Energy & Environmental

Criteria

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

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

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

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

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

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

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	---
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	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	---
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
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	---

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

1. emPOWER is Brown's student environmental umbrella organization. The following student groups are included under emPOWER.
 - a. Beyond the Bottle is an organization working to eliminate the supply and demand of bottled water on Brown's campus. Their work involves coordinating with staff and faculty to find and implement new strategies for providing alternatives to purchased bottled water for daily consumption and at special events and meetings.
 - b. Bikes @ Brown strives to facilitate bike usage and increase its prevalence on Brown's campus and throughout the Ocean State. Through this group, Brown community members can rent bikes or bring their own for free repairs.
 - c. Climate Action League (formerly BCAF) focuses on hands on projects and research to reduce Brown University's carbon footprint by providing resources to students with ideas for on-campus carbon reduction projects. Past projects include residence hall low-flow showerhead retrofits, Thayer Street recycling bins, Andrews Dining waste station signage, and partnership with the J.T. Owens Park green infrastructure outreach project.
 - d. The Brown Divest Coal Campaign was a student run campaign formed in fall 2012. It called on Brown University to divest from the 15 largest coal companies in the United States on the grounds that it is contrary to the values of the University to invest in companies that perpetuate global climate change and precipitate severe health impacts at every stage of coal production and burning. Specifically, they asked Brown to divest from the ten largest coal-burning utilities and five largest coal-mining companies.
 - e. EcoReps work with the department of Facilities Management to help foster a campus culture that embraces environmental conservation and sustainable resource management. EcoReps are passionate, environmentally-minded individuals who work to raise environmental awareness within the Brown community.
 - f. Green Event started as a final project for an environmental stewardship class in Spring 2012. In 2013-2014, Green Event was requested for over 50 events, collecting over 800 pounds of compost. Green Event Certification provides a simple framework for reducing waste, lowering our carbon footprint, supporting local businesses, and educating consumers.
 - g. The Healthy Housing Hub aims to align the resources of Brown University, local nonprofit agencies, and members of the community to address energy efficiency, sustainable living, and primary environmental health concerns in order to improve the state of healthy housing in Rhode Island.
 - h. Rhode Island Student Climate Coalition (RISCC) is a statewide alliance of students and youth working for a clean, safe, and just future for all. In addition to the chapter at Brown, there are also chapters at other Rhode Island colleges and universities. RISCC is a political action group that fights climate change through creative projects and lobbying. They host activism training, organize actions related to local and national climate policy in Rhode Island and Washington DC, and work to increase commitment to climate justice in the local community.
 - i. SCRAP, Brown's Student Composting Initiative, is working towards making composting more easily accessible to the Brown community. Its mission is to increase composting education, awareness, and practice through an improved campus-wide composting system in order to complete a zero-waste food cycle at Brown.
 - j. The Sustainable Food Initiative (SuFI) is a student group working with Brown and the community to provide local, organic food options. They do this through managing an on-campus, student-run garden and organizing food-related workshops.

The website URL where information about student groups is available:

<http://www.brown.edu/initiatives/brown-is-green/graduate/students>

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

The UEL Community garden began in the summer of 1984 on the site of a former parking lot. Its purpose was to demonstrate how to maximize organic food production in a limited space.

The Brown Market Shares program developed out of SuFI as a campus-based food distribution program. Inspired by the Community Supported Agriculture (CSA) model, the program partners with regional farmers and producers to bring fresh, local, and sustainably-produced food to the university community. The program is fueled almost entirely by volunteer labor and is directed by a six person coordinating team.

Food Recovery Network at Brown (FRN@Brown) is a network of students at Brown University volunteering to recover the surplus food from campus dining halls and special events and donate it to hungry men, women, and children in the Providence area. FRN partners with Brown Dining services and recovers food every day of the week from seven campus eateries. FRN@Brown is a member of the Food Recovery Network, a national movement to create student-led food recovery groups on every college campus in the country. In 2014, Brown Dining Services was officially certified by the national Food Recovery Network.

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

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

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

. A Better World by Design is an annual student organized conference that brings a global community of innovators to Providence, Rhode Island to reach across disciplines and unite under a common goal: building a better world. Presenters share engaging stories, workshops teach creative skills, and discussions re-frame perspectives. Better World is an immersive experience that deepens our understanding of the power of design, technology, and enterprise to engage our communities and sustain our environment.

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

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

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

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

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

Brown Outing Club organizes a variety of trips all around the year, including backpacking, climbing, biking, skiing, kayaking, and even ice climbing. The trips are accessible to all students from Brown and RISD, including grad students. BOC also offers a gear rental service, and are available 3 times a week to rent out gear for very reasonable rates.

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

http://students.brown.edu/Brown_Outting_Club/Brown_Outting_Club/Home.html

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:

3. West House is Brown's Environmental Program House. Fourteen students live in the house during the academic year. The House is open to visitors every Friday for Open Dinner Night at 6:30 pm. All food prepared in West House is vegetarian or vegan; and they strive to purchase primarily local, seasonal produce. Each resident also has a house job, with responsibilities ranging from coordinating environmental initiatives to managing the garden and backyard compost system.

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

A brief description of sustainability-focused student employment opportunities:

E&E funds 9 interns to engage in sustainability related projects.
Dining funds 2 sustainable food interns.

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

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

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

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

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

Outreach Materials and Publications

Responsible Party

Meggie Patton

Student Engagement Coordinator
Energy & Environmental

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

A brief description of the central sustainability website:

Brown is Green is a website that aims to bring together the academics, research, administrative, and student initiatives centered around sustainability. It is an ongoing project that is maintained by the Energy and Environmental Office in Facilities Management.

The website URL for the central sustainability website:

<http://brown.edu/about/brown-is-green/home>

A brief description of the sustainability newsletter:

A sustainability report is published each year by the Energy and Environmental Office. It contains information on sustainability efforts in both academics and operations, and it includes updates on student groups and initiatives.

The website URL for the sustainability newsletter:

http://www.brown.edu/Facilities/Facilities_Management/energy/energy.php

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

Brown is Green Facebook

Brown EcoReps Facebook and Twitter

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

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

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

NA

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 :

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:

Dining Services has made huge strides in moving towards sustainability, and the signage in the dining halls reflects that. Signs highlight their efforts to acquire local, organic, and sustainably produced ingredients. The Eco-to-go program is advertised in the entrance of every dining hall. Additionally, notably sustainable meals are marked when listed in the menu.

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

http://www.brown.edu/Student_Services/Food_Services/sustainability/index.php

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

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

A brief description of the sustainability walking map or tour:

A sustainability tour is offered during freshman orientation and ADOCH (an accepted students overnight program). Tours are given by EcoReps, and they highlight the many components of sustainability at Brown. Topics include eating sustainably, LEED certified buildings, student groups and initiatives, and the Urban Environmental Lab, which houses the Environmental Studies department.

The website URL of the sustainability walking map or tour:

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

Brown's Transportation Office provides resources and information to the Brown Community promoting convenient, safe, and environmentally friendly ways to move around the campus, travel to and from Brown, and reduce traffic congestion on College Hill.

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

<http://www.brown.edu/about/administration/transportation/>

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

Bike maps and bike-rack maps

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

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

The virtual green room is a program designed to display a model dorm room and provide tips on how to make your room more sustainable. The interactive guide highlights numerous places where certain products or practices could make a difference, and even recommends products and nearby vendors who sell them.

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

<http://www.brown.edu/initiatives/brown-is-green/green-dorm-room>

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular

column or a reporter assigned to the sustainability beat:

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

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

The Center for Environmental Studies publishes a weekly newsletter when school is in session which shares information about on- and off-campus guest lectures, job opportunities, research, and events.

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

<http://envstudies.brown.edu/newsletters/>

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

Yes

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

Watershed is a Brown-RISD publication that explores how we relate to the environment through prose, poetry, art, science, photo essays, journalism, or whatever other creative means are at an artist's disposal.

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

http://issuu.com/watershed_journal/docs/western_issue_spring2010

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

Meggie Patton

Student Engagement Coordinator
Energy & Environmental

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?:

No

The name of the campaign (1st campaign):

Brown Unplugged

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

To raise awareness about energy conservation and to get students living in dorms to reduce their energy use.

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

Almost \$4500 saved in energy savings
Over 33,000 kWh saved.

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

<http://buildingdashboard.net/brown/>

The name of the campaign (2nd campaign):

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

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

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

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

Employee Educators Program

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*.

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

Employee Orientation

Criteria

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

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

Staff Professional Development

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

Public Engagement

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

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

Community Partnerships

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*.

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

Inter-Campus Collaboration

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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:

Our Annual Sustainability Report is published on our website and available to the public.

Brown participates in the Ivy+ Sustainability Working Group

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:

Providence Sustainability Roundtable
Providence Green Teams
Emerald Cities Collaborative
Ivy+ Sustainability Working Group
International Sustainable Campus Network

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

Brown has working with the Ivy+ Sustainability working group to share best practices and chart GHG emissions goals.

Brown has presented to the International Sustainable Campus Network on effective GHG reduction strategies.

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

<http://brown.edu/about/brown-is-green/>

Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Community Service

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.

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

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

Criteria

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

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

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

Trademark Licensing

Criteria

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

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

Hospital Network

Criteria

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Jessica Berry

Sustainability Manager
Energy & Environment

Criteria

Part 1

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

Part 2

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

Part 3

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

Performance for Part 3 of this credit is assessed using 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.

Submission Note:

Please note - As there is not option for "unknown" many of the 0.0 are actually "unknown"

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:

WRI & WBCSD Protocols

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:

Internal review conducted by faculty experts

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	<i>29,319 Metric Tons of CO2 Equivalent</i>	<i>37,623 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>24,242 Metric Tons of CO2 Equivalent</i>	<i>35,377 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

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

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

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

A brief description of the composting and carbon storage program:

Currently Brown is piloting a composting program and plans to have campus-wide composting 1/2016

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	4,850	7,144
Number of residential employees	6	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,168	5,708
Full-time equivalent of employees	3,835	3,700
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

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

Gross floor area of building space, performance year:

6,338,000 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	1,229,774 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	192,927 <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:

[Brown University Sustainability Report 2014 - FINAL.pdf](#)

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:

Outdoor Air Quality

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.

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

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

Ginger Gritz

Energy & Environmental Programs Coordinator
Facilities Management

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):

6,300,000 *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)	---
3rd Highest Level (e.g. LEED Silver)	---
2nd Highest Level (e.g. LEED Gold)	---
Highest Achievable Level (e.g. LEED Platinum)	---

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	---
Mid-Level	---
Highest Achievable Level	---

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	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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

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

6,300,000 *Square Feet*

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

[Brown Energy and Environmental Advisory Committee Policy Recommendations_10_09_](#)

The date the guidelines or policies were formally adopted:

Jan. 4, 2008

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

See attached

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

See attached

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

Jessica Berry
Sustainability Manager
Energy & Environment

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

Sidney Frank Life Sciences Building (NC-Silver)
 Rhode Island Hall (NC-Gold)
 Stephen Robert Campus Center (CI-Gold)
 Center for Creative Arts (NC-Gold)
 Medical Education Building (NC-Gold)

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

840,000 *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)	168,000 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	645,879 <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	---
Mid-Level	---

Highest Achievable Level	---
---------------------------------	-----

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	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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

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

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

17,863 *Square Feet*

A copy of the guidelines or policies :

[Brown University Sustainability Report 2014 - FINAL.pdf](#)

The date the guidelines or policies were adopted:

July 1, 2007

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

Achieved Gold:

Rhode Island Hall (NC-v2.2), 2010

Stephen Robert '62 Campus Center (CI-v2.0), 2011

Medical Education Building (NC-v2.2), 2012

Perry and Marty Granoff Center for the Creative Arts (NC-v2.2), 2012

315 Thayer Street (NC-v3), 2013

[Campus Sustainability Data Collector | AASHE](#)

Miller Residence Hall (NC-v3), 2013
Metcalf Residence Hall (NC-v3), 2014
Nelson and Fitness Center (NC-v3), 2014
Hunter Laboratory (NC-v3), 2015

Achieved Silver:

Sidney Frank Hall for Life Sciences, (NC-v2.1), 2009
Metcalf Complex (NC-v2.2), 2013

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

New construction and major renovation projects are required to pursue LEED Silver certification at a minimum. At least one assigned team member is a LEED professional.

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

http://brown.edu/Facilities/Facilities_Management/energy/high_perf_design.php

Indoor Air Quality

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:

Gross floor area of building space:

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

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

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Jessica Berry

Sustainability Manager

Energy & Environment

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:

40

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:

Rhody Fresh Dairy Cooperative, nine family farms across Rhode island

Barden Family Orchards, North Scituate, RI

Mello Family Farm, Portsmouth, RI

Hill Orchards, Johnston, RI

Schartner Farms, Exeter, RI

Jaswell's Farm, Smithfield, RI

Ferolbink Farms, Tiverton, RI

Young Family Farm, Little Compton, RI

Allen Farms, Westport, MA

Standley Orchards, Attleboro, MA

Confreda Farms, Hope, RI

Four Town Farm, Seekonk, MA

Wishing Stone Farm, Little Compton, RI

Moosup River Farm, Greene, RI

Brown Student Garden, Providence, RI

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:

Brown Dining Services is committed to improving the local food system through sustainability initiatives, which work to support local farmers, reduce waste output, and purchase fairly traded and environmentally friendly foods. Programming includes a local initiative to increase Brown’s support of food producers in the Rhode Island region. The program is committed to direct relationships with local farmers, building networks among those involved in our local food system. Another successful element of the program is the Real Food Initiative. The initiative reviews all food purchases and evaluates a food item based on four general criteria: Local, Humane, Fair, Ecological.

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

Dining has a comprehensive online purchasing tracking system and also participates in the Real Food Initiative which tracks purchases and whether foods are local, ecological, fair, and humane.

Total annual food and beverage expenditures:

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

	Present?	Included?
Dining operations and catering services operated by the institution	---	---
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

Has the institution achieved the following?:

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

Marine Stewardship Council (MSC) certification	---
Signatory of the Real Food Campus Commitment (U.S.)	---

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

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

http://www.brown.edu/Student_Services/Food_Services/sustainability/blooming.php#real

Low Impact Dining

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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:

4.10

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

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

Yes

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

Yes

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

Yes

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

Brown is consistently listed as one of the top most vegan friendly schools in the country by PETA. Our Roots & Shoots line in the Sharp Refectory offers vegetarian, vegan and locally grown foods at every meal, and our Ivy Room café is a vegetarian and vegan dining facility in the evenings. All eight eateries on campus offer vegan options.

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:

<http://features.peta2.com/Vegan-Colleges-2011/>

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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	821,884 <i>MMBtu</i>	840,692 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	279,459 <i>MMBtu</i>	293,957 <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	6,341,821 <i>Gross Square Feet</i>	6,208,513 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	1,229,774 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	5,950
Cooling degree days	843

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2006	June 30, 2007

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

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

We have a published temp standard for both winter and summer. 70 degree for winter and 76 degree for summer with the exception of critical requirements for some research space

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

We have recently begun converting lighting to LED. Many projects in stairwells have been completed due to the run time. We have a plan to invest another \$2 million in the next 2 years converting the remaining fixtures on campus.

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

Occupancy sensors have been deployed across campus and efforts are underway to incorporate in the HVAC systems where appropriate

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

Nelson aquatics and fitness center employs a hybrid solar thermal/solar photovoltaic system. In FY14 it generated 187MMBtu of electricity and 4241 MMBtu of thermal

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

None -Ground no appropriate in city

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:

We have deployed continuous commissioning software and created engineering management process to correct all issues. We have completed deployment at out top 25 buildings. In FY 14 and plan on adding another 40 in fy15

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

Siemens metering for kwh is installed in approximately 80% of Brown's building. The meters are accessible through WinPM to authorized users and through a Lucid dashboard.

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

We have an energy conservation program and we invest approximately \$1-5 million annually with an average annual incremental savings of \$500,000 per year. Since 2007 this program has invested over \$25 million and with total annual savings approaching \$3.5 million

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

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

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

Demand Response Program that cuts the university Peak Demand by 2.5MW during New England Grid Peak Periods.

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

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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	4,428 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	4,241 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 <i>MMBtu</i>

Total energy consumption, performance year:

821,866 *MMBtu*

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

A 57.7 KW photovoltaic system (Nelson). This is a hybrid system as it has additional thermal panels for hot water

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

A hybrid thermal and photo voltaic array totaling 160.9 kW (57.7 PV;109.2 thermal) was installed on the roof of the new Aquatics Fitness Center in April 2012.

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

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

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

<http://news.brown.edu/features/2012/02/solar>

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

Jessica Berry
Sustainability Manager
Energy & Environment

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	145 Acres
Footprint of the institution's buildings	60 Acres
Area of undeveloped land, excluding any protected areas	1 Acres

Area of managed grounds that is::

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

A copy of the IPM plan:

The IPM plan :

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

We use native species as much as possible
committed to a aggressive street tree planting plan
we have 3 green roofs and multiple rain gardens

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

We do try to plant native species where applicable. In cases we cannot, its because we are following historical plant themes in campus areas. The new Hunter lab/walk extension is being planted with native species.

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

75% of generated yard waste is sent to urban gardens and compost facilities

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

75% of our agronomic fertility plan is organic

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

We use Nature Safe products exclusively in our fertilizer program.

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

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

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

We own large tracts of land in Bristol and Johnston, RI which equate to approximately 400 acres. It's mostly undeveloped and in parts heavily forested, but there are wetlands, beaches, etc.

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:

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

Jessica Berry

Sustainability Manager

Energy & Environment

Criteria

Part 1

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

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

Part 2

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

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

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

Faculty, staff, and students are strongly encouraged to take a proactive position in identifying and examining opportunities to procure “environmental friendly” materials/equipment. This effort focuses along the complete “supply chain” management process including assessment of alternative materials, vendor sourcing and selection, and ultimate disposal of waste/surplus. A related opportunity to reduce waste on campus includes a requirement for reduced packaging and negotiating a “take back” program for the materials in which the purchases are delivered, such as cardboard boxes and wooden pallets.

The materials considered for green purchasing include appliances, cleaning products,

computers/electronics, lighting, office supplies, and paper products such as envelopes, notepads, paper towels, napkins, and office paper.

While Brown does not require products to be ENERGY STAR® qualified, it is strongly recommended that appliances, building products, computers, electronics, heating and cooling, lighting, fans, and plumbing equipment meet or exceed the ENERGY STAR® rating.

Beginning FY 2006, the Purchasing Department required that all Dell, HP, and Lenovo electronics be Electronic Product Environmental Assessment Tool (EPEAT) certified.

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

Brown strongly encourages responsible purchasing practices, but has not implemented steps to ensure they are practiced.

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

No

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

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

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

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

<http://brown.edu/Administration/Purchasing/procurement/environment.html>

Cleaning Products Purchasing

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

Yes

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

[Brown University Sustainability Report 2014 - 100814.pdf](#)

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

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

90% of Brown's cleaning products are green.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

No

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

45,000 US/Canadian \$

Total expenditures on cleaning and janitorial products:

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

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

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

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

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

<http://www.brown.edu/initiatives/brown-is-green/>

Office Paper Purchasing

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

Criteria

Part 1

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

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

Part 2

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

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

Brown University encourages departments/schools to consider the use of products and services that impact the environment less than competing products. Consideration should be given to factors such as:

Energy Efficiency. Purchase equipment that is Energy Star-rated (or, if there is no Energy Star rating, equipment that is highly energy efficient). Energy Star is a program helping businesses and individuals protect the environment through superior energy efficiency.

Shipping Materials. Purchase products that are shipped in containers that are returnable or reusable and made from recycled content (i.e. cardboard boxes). Also request bulk packaging when multiple items are ordered for delivery at the same time.

Recycled Content. Purchase products made with recycled content suitable for the intended use. Look for a high percentage of post-consumer content. 'Post-Consumer' is material that has served its intended purpose and has been discarded for disposal or recovery by a business or consumer. Other recycled content includes post industrial wastes which are by-products of a manufacturing process that would normally not be reused in the process.

Other. Environmental performance of the supplier and/or producer should also be considered, such as waste prevention, waste reduction, pollution prevention, clean air and water programs, re-use of materials, minimization of scrap material, and any other green factory initiatives, etc. The University strongly desires to minimize the amount of waste sent to landfills. Both the product purchased and the packaging materials associated with it should be minimized to prevent waste as much as possible.

Responsibilities

University Departments. University Departments are responsible to make best value decisions regarding environmentally friendly goods and services.

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

Managers are aware of the purchasing policy and are required to approve all purchases. The E&E Office conducts outreach to departments to make environmentally conscious purchasing decisions.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

No

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	---
30-49 percent	---
50-69 percent	---
70-89 percent (or FSC Mix label)	---
90-100 percent (or FSC Recycled label)	---

Total expenditures on office paper :

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

<http://brown.edu/about/administration/policies/node/253>

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

Responsible Party

Jessica Berry

Sustainability Manager

Energy & Environment

Criteria

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

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

And/or

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

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

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

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

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

All

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

All

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

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

<http://www.brown.edu/about/administration/policies/code-conduct-licensees>

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

<http://www.brown.edu/about/administration/policies/code-conduct-licensees>

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

<http://brown.edu/Administration/Purchasing/conduct/>

Transportation

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

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

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

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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 :

126

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	1
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	3
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	3
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

Jessica Berry
Sustainability Manager
Energy & Environment

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:

75

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)	---
Walk, bicycle, or use other non-motorized means	75
Vanpool or carpool	---
Take a campus shuttle or public transportation	75
Use a motorcycle, scooter or moped	---

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

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

[Campus Sustainability Data Collector | AASHE](#)

Employee Commute Modal Split

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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:

60

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)	---
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
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:

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

Support for Sustainable Transportation

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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:

Most dorms have indoor storage rooms, most of our offices and public spaces have bike racks and many of our buildings have showers. LEED projects are required to provide racks and showers either in or adjacent to the 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)?:

Yes

A brief description of the bicycle parking and storage facilities:

Bicycle storage rooms are available in most residence halls. Registration with Public Safety is encouraged. Bike racks are plentiful around campus. A map of bicycle storage and racks was created in 2013 and can be found at:

http://www.brown.edu/fm/docs/Campus_Bicycle_Rack_Location_Map.pdf

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

No

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

The program has grown to 32 bikes in less than 5 years and is run entirely by students. They've expanded their scope by offering periodic repair workshops and this year plans to partner with a local recycle-a-bike organization to provide used bicycles to refugees. Additionally, in FY 2014, Brown University's Brown Student Agencies (BSA) and the City of Providence began discussion on a collaborative

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

city-wide bike share system.

Additionally, Facilities is pursuing a bike share program for facilities staff to use to navigate campus, meetings, and work orders.

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):

Students, faculty and staff can ride anywhere within the state of Rhode Island for free with a Brown ID card.

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

Yes

A brief description of the GRT program:

In order to encourage carpooling, Brown, in conjunction with RIPTA, participates in the Commuter Resource RI – Express Travel program. After registering a carpool with Express Travel and with the Brown Transportation Office, members are guaranteed a ride home if they must leave work due to unforeseen circumstances.

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

No

A brief description of the carpool/vanpool program:

Matching is not available, but car and vanpooling is encouraged. Details are provided at the link.

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:

Brown University has partnered with Zipcar to offer Brown community members an alternative to driving or bringing a car to campus.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

Brown University has 2 e-vehicle charging stations with free parking while charging

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

Yes

A brief description of the telecommuting program:

Brown University considers telecommuting to be a viable alternative work arrangement in cases where it is mutually beneficial for Brown and the employee.

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:

Brown University permits working arrangements that accommodate the needs of the employee and the department.

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

Yes

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

Brown to Brown Home Ownership Program is a program designed to sell Brown-owned residential properties to eligible members of the faculty and staff. Supporting the Plan for Academic Enrichment, this program is intended to help the University attract and retain faculty and staff, provide faculty/staff housing close to campus, put under-utilized properties into productive use, and improve relations with neighbors and the City of Providence.

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:

Parked vehicles must be turned off and keys removed from the ignition. No idling is allowed.

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

Waste

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

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

Waste Minimization

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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:

Please note - As there is not option for "unknown" many of the 0.0 are actually "unknown"

Materials reused, donated or re-sold is not collected in tonnage.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	1,270 Tons	570 Tons
Materials composted	753 Tons	600 Tons

Materials reused, donated or re-sold	<i>0 Tons</i>	<i>0 Tons</i>
Materials disposed in a solid waste landfill or incinerator	<i>2,176 Tons</i>	<i>2,323 Tons</i>

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	4,850	7,144
Number of residential employees	6	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,168	5,708
Full-time equivalent of employees	3,835	3,700
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

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

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

Brown currently is undergoing several waste audits.

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

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

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

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

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

Clean Break aims to reduce the amount of usable items thrown out during move out and upcycles them to others who need them. Bins are placed in every dorm, and a system is set up so that they are emptied multiple times per week leading up to move-out. On the day of move-out, a number of volunteers move around campus, bagging the items and putting them on a truck which delivers them to the Furniture Bank.

Poster instructions:

http://brown.edu/Facilities/Facilities_Management/docs/Clean_Break_Poster_2012.pdf

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

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

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

In the main dining prep facility all pre-consumer food scraps including meat, fruit/veg, and oils, and grains are diverted via compost, bio-diesel, or livestock feed.

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

The second largest dining hall on campus went 100% trayless in October 2008. A small number of trays are kept on site for people with a disability or other physical or medical challenges.

Dining Services introduced semi -tray less Dining at the Sharpe Refectory location – the largest Dining Facility on campus, in 2010. In this semi-trayless model, an option is provided for those who choose to dine trayless, however trays are also provided. Although the layout of the Sharpe Refectory is not as conducive to completely eliminating trays the initiative has grown significantly since the pilot program introduction.

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):

When students sign up for this option they receive a key tag, which they swap for an EcoContainer at the dining hall. When they return the empty EcoContainer to the dining hall they get another key tag.

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):

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

In an effort to reduce waste, Brown Dining sells reusable mugs and grocery bags in our retail units. Beverages purchased in a reusable mug are offered at a discounted price.

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

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

http://brown.edu/Facilities/Facilities_Management/energy/recycling.php

Waste Diversion

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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:

2,023 Tons

Materials disposed in a solid waste landfill or incinerator :

2,176 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:

A number of programs and policies contributed to this year's diversion rate. The library system partners with Better World Books to dispense unwanted and unneeded textbooks and other collegiate literature for resale. Donation bins are available year round on campus, and when full, the contents are donated to the Furniture Bank, a local charity. Clean Break is a move out program encouraging students (especially seniors) to donate their unwanted or unneeded clothing, electronics, food, household items, school supplies, and books to the local community. Other programs include solar powered trash compactors, electronics recycling, paperless offices, toner cartridge recycling, battery recycling, and light bulb recycling.

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

Since 2005, Brown Dining has donated over 8,000 pounds of local food to local organizations including: The Rhode Island Community Food Bank, Providence Rescue Mission, Boys & Girls Club, Mary House, Pawtucket Soup Kitchen, Crossroads Family Center, City Year, and Camp Street Ministries.

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

All pre-consumer waste at Brown's primary food prep facility is diverted via biodiesel, compost, or animal feed.

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

Most of our post-consumer food waste is sent to the landfill. We are currently piloting a post-consumer composting program and plan to have campus-wide composting by January 2016

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

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	Yes
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	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	Yes
Motor oil	Yes
Tires	Yes

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

Construction and Demolition Waste Diversion

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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:

1,569 *Tons*

Construction and demolition materials landfilled or incinerated :

1,625 *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:

Major construction and renovation projects are required to recycle, donate, or recover construction material. The Energy & Environmental Programs Coordinator is situated within Facilities, where she has a close working relationship with the project managers and their contractors.

Hazardous Waste Management

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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:

All chemicals used in research facilities are tracked in the Chemical Environmental Management System (CEMS). Some of the benefits of having this system is the ability of researchers to share chemicals, reduce inventories and unnecessary purchases and allow transfer of usable chemicals to other researchers. This also helps with waste disposal volume.

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

The proper disposal of waste chemicals at Brown University is taken very seriously. Disposal of waste in compliance with all applicable federal, state and local regulations is required. The responsibility for the identification and handling of wastes within each area necessarily rests with the individuals who have created the waste. Once waste has been identified in an area and all requirements pertaining to the management and storage of that waste have been met, the Office of Environmental Health and Safety will manage the ultimate disposal of the waste.

A brief description of any significant hazardous material release incidents during the previous three years, including

volume, impact and response/remediation:

-----unknown/none-----

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

The Brown University chemistry Department has also implemented a Chemical Environmental Management System which has inventoried all chemicals present in the department. This program encourages the sharing of chemicals and reduces purchasing of chemicals that may already be in the Department inventory.

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):

Offices are required to fill out a surplus form which is circulated among the purchasing and facilities departments and a service order entered for pickup. Items are bundled on a gaylord and the company contracted to handle the e-waste is called for a pickup once the gaylord is full.

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

Brown entered into a legally binding contract with a company which is a member of BAN, and is required and committed to the responsible and ethical treatment of our electronic waste.

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

<http://www.brown.edu/Administration/Provost/policies/ep.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

Jessica Berry
 Sustainability Manager
 Energy & Environment

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.

Submission Note:

Data on potable water use is not collected.

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

Level of water risk for the institution’s main campus:

Low

Total water use::

	Performance Year	Baseline Year
Total water use	1,416,749,000 Gallons	2,307,760,000 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	1 Gallons	1 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	4,850	7,144
Number of residential employees	6	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,168	5,708
Full-time equivalent of employees	3,835	3,700
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	6,338,000 <i>Square Feet</i>	6,208,513 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	1 <i>Acres</i>	1 <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, 2004	June 30, 2005

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

Water recycled/reused on campus, performance year:

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

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

135 Angell –Urban Enviro Lab – Community Garden, Rain Barrels
154 Angell – Granoff – Green Roof
85 Waterman – BERT – Cistern ■ Grey water system
111 Thayer – Watson Institute – Stormwater catchment ■ redirected to cistern
222 Richmond – MetEd - ~100 sq feet of planters
185 Meeting St. – Sidney frank – Stormwater catchment ■ used for irrigation
J Walter Wilson Stormwater catchment/garden

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

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

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

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

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

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

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

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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:

Rain barrels have been installed at the Urban Environmental Laboratory and several of our LEED buildings are designed to exceed zoning open space requirements by a minimum of 25% and to meet local best management practice and removes a minimum of 80% total dissolved solids. Rainwater harvesting exists at Sidney E. Frank Hall for Life Sciences and is planned for Hunter Lab, where it will be used for flush fixtures. Stormwater Gardens can be found at Granoff Center for Creative Arts, Watson Institute, Marvel Fields (rugby),

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:

When we construct new facilities, Brown University is required to incorporate storm water best practices to achieve USGBC's LEED Silver certification. We are in the midst of developing best practices to be incorporated into our master planning process as part of our overall storm-water mitigation recommendation identified from our Campus Sustainability Strategic Planning and Advisory Committee

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

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

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

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

A vegetated roof is installed at:
Granoff Center for Creative Arts
Sidney E. Frank Hall for Life Sciences
Medical Education Building

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

Our newest dorm renovation incorporated porous paving.

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

A brief description of any rain gardens on campus:

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

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

We have multiple vegetated swales. The most recently constructed are at Pembroke Hall and the Miller-Metcalf dorm for drainage.

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

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

Wastewater Management

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

Jessica Berry
Sustainability Manager
Energy & Environment

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:

In March of 2011, undergraduate students presented a proposal to the Brown University Community Council encouraging the University to develop a Sustainability Strategic Plan. The Sustainability Strategic Planning and Advisory committee (SSPAC) was convened by the Provost's office in Fall 2012. The group was charged with creating a draft proposal, for consideration by the Provost and the President, for a Sustainability Strategic Plan for Brown University.

Brown has also hired a Sustainability Manger, Jessica Berry who works across campus department to implement sustainability initiatives across campus.

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:

In March of 2011, undergraduate students presented a proposal to the Brown University Community Council encouraging the University to develop a Sustainability Strategic Plan. The Sustainability Strategic Planning and Advisory committee (SSPAC) was convened by the Provost's office in Fall 2012. The group was charged with creating a draft proposal, for consideration by the Provost and the President, for a Sustainability Strategic Plan for Brown University.

The committee identified priority areas in which Brown can develop robust goals and reporting mechanisms. These will be incorporated into a larger plan, which will include key values and implementation ideas. The committee shared the priority areas with the Provost, President and Brown community in December 2012. An interim report, including a prioritized set of recommendations, was presented to the Brown University Community Council (BUCC) and the Corporation in spring 2013.

SSPAC Working Groups: Food, Energy & Water, Transportation, and Waste & Recycling. Each member was selected based on his or her expertise and leadership within the university. Assigning a lead for each group, the office also strived to maintain the model of integrating faculty, students, staff, and administrators. Teams convened monthly for facilitated meetings with specific, measured outcomes. Using the framework of six criteria (Academic Integration, Community Inclusion, Personal impact, Metrics, Communication, Structure & Accountability), teams developed high level goals and ultimately drafted detailed projects, based on best practices research, to support those goals.

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

Waste & Recycling

Jessica Berry | Office of Energy & Environment
Henry Huppert | Environmental Health & Safety
Donna Butler | Facilities Management
Will Battersby | Event Operations
Courtney Wuethrich | Purchasing
Haily Tran | Undergraduate
Jane Jacoby | Undergraduate
Harry Neurt | Undergraduate

Food

Margaret Klawunn | Campus Life & Student Services
Richard Bova | Campus Life & Student Services

Peter Rossi | Dining Services
Dawn King | Environmental Studies
Pat Vetere | Facilities Management
Nicholas Mol | Facilities Management
Isabelle Aubrun | Undergraduate

Energy

Chris Powell | Office of Energy & Environment
Mike McCormick | Planning Design & Construction
Adam McGovern | Bio Med Facilities Planning & Operations
Chris Bull | School of Engineering
Ravi Pendse | CIS
Jeff Baum | Undergraduate
Samuel Lee | Undergraduate

Transportation

Beth Gentry | Transportation & Parking Services
Cathy Lutz | Anthropology
Melissa Meo | Purchasing
Kurt Teichert | Environmental Studies
Emily Koo | City of Providence
Alan Harlam | Swearer Center
Arielle Johnson | Undergraduate
Leah Haykin | Undergraduate

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?:

Yes

A brief description of each sustainability office:

Brown's Office of Energy & Environmental Initiatives, housed in Facilities, serves as the campus's "Sustainability Office." A full-time Sustainability Manager was hired in Fall 2014 and is supported by 1 full-time Student Engagement Coordination, 2 Energy Engineers, and 1 Director/Energy Manager.

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

5

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Jessica Berry, Sustainability Manager

A brief description of each sustainability officer position:

Assist University Food Services, Purchasing Department, Custodial Services, Transportation and other departments as required in the identification, evaluation (life cycle assessments) and reduction on Brown's environmental footprint. Liaise with departments to advise, create and facilitate execution of goals. Empower sustainability within departments by identifying and supporting department champions with the right resources, including expertise, best practices and appropriate authority.

Supporting Actions: Organize environmental education and awareness as related to Brown's environmental footprint. This will include development of effective communication of Brown's sustainability principles.

End-Result: Influence decisions of stakeholders that minimizes Brown's environmental footprint.

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

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

Criteria

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

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

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

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

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

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

Submission Note:

In 2012 the Brown University Community Council approved a proposal for a campus-wide Sustainability Strategic Planning Committee which will develop a plan for Brown in FY13.

Brown currently has Green House Gas Reduction Goals that were announced in January 2008. Brown has reduced it's carbon emissions by 26% below 2007 levels and is on track to reach its goal of 42% below 2007 levels by 2020.

Brown publishes an Annual Sustainability Report, with metrics on GHG reductions, recycling rates, waste management, water conservation, Academic work and Student Groups.

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

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	---	---
Research (or other scholarship)	---	---
Campus Engagement	---	---
Public Engagement	---	---
Air and Climate	---	---
Buildings	---	---
Dining Services/Food	---	---
Energy	Yes	Yes
Grounds	---	---
Purchasing	---	---
Transportation	---	---
Waste	---	---
Water	---	---

Diversity and Affordability	---	---
Health, Wellbeing and Work	---	---
Investment	---	---
Other	---	---

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

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):

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:

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

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

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

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:

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

Accountable parties, offices or departments for the Air and Climate plan(s):

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

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

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

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Accountable parties, offices or departments for the Dining Services/Food plan(s):

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

Brown's Greenhouse Gas (GHG) emissions actually increased for the first time since we established GHG goals, although we are still ahead of our interim target (Actual: 26.6% vs Target: 25%). The cold winter played a significant role in this increase, especially when combined with the growth in energy needs for new research equipment and lab space. Since inception of our GHG reduction plan, we have added new systems and equipment whose energy consumption equivalent is 6,000 Metric Tons of Carbon Dioxide Equivalents (MTCDE) (8% of our 2007 baseline emissions).

These systems and equipment will continue to grow as the campus naturally meets its research and teaching missions. This fact only reasserts the importance of energy efficiency investments. Since 2008, we have already invested approximately \$23 million, which has reduced our carbon footprint by almost 15,000 MTCDE, surpassing our original energy efficiency plan. We have plans to invest at least an additional \$10 million to help achieve our 42% goal, albeit with lower returns on investment as the opportunities for reductions become harder to find. Beyond energy use, we strive to find additional opportunities for resource reduction, completing a preliminary water-use audit and a student-led waste audit, both aimed at identifying baseline measures towards establishing real goals and opportunities.

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

For Existing Buildings: Reduce greenhouse gas emissions to 42 percent below 2007 levels (equivalent to 15 percent below 1990 levels) for existing buildings.

For New Construction: Limit greenhouse gas emissions by reducing energy consumption for all newly constructed facilities to between 25 percent and 50 percent below the standard required by state code. New construction will, at a minimum, meet a silver standard in Leadership in Energy and Environmental Design (LEED®) certification, furthering sustainability goals.

For Acquired Buildings: A

reduction of greenhouse gas emissions for all newly acquired facilities by a minimum of 15 percent and as much as 30 percent.

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

Facilities Management Office of Energy & Environmental Initiatives

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

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

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

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

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

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

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

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

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

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

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

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

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:

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

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

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?:

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

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

<http://brown.edu/about/brown-is-green/strategic-planning>

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

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

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

Assessing Diversity and Equity

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

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

Support for Underrepresented Groups

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.

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

Support for Future Faculty Diversity

Criteria

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

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Affordability and Access

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

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

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

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.

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

Assessing Employee Satisfaction

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Wellness Program

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

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

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

Jessica Berry

Sustainability Manager

Energy & Environment

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The Advisory Committee on Corporate Responsibility in Investment Policies (ACCRIP) considers issues of ethical and moral responsibility in the investment policies of Brown University.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Faculty

Christopher Bull [term ends 2015]

Senior Research Engineer, Senior Lecturer, Engineering

Michael Satlow [term ends 2016]
Professor of Judaic Studies

michael_satlow@brown.edu

Vazira Zamindar [term ends 2017]
Associate Professor of History

vfyz@brown.edu

Staff

Geeta Chougule [term ends 2015]
School of Engineering

Lars Tiffany [term ends June 2016]
Athletics & Physical Education

Undergraduate Representatives

Mara Freilich [term ends 2015]

Cameron Johnson [term ends June 2016]
Graduate Representative

Sara Matthiesen
PhD Student, American Studies [term ends 2015]

Alumni

Stanley Griffith '68

David Muller '81

Marie Langlois '64

Examples of CIR actions during the previous three years:

On December 6, 2010, ACCRIP unanimously recommended to the President and the Corporation that Brown University should not reinvest in HEI Hotels and Resorts in the future. Recommendation was approved February 2011.

On April 4, 2013, ACCRIP endorsed divestment from the nation's 15 largest coal companies

The website URL where information about the CIR is available:

<http://www.brown.edu/about/administration/advisory-committee-corporate-responsibility-investment-policies/>

Responsible Party

Jessica Berry

Sustainability Manager

Energy & Environment

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

Responsible Party

Jessica Berry
Sustainability Manager
Energy & Environment

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.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

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.

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

Responsible Party

Ginger Gritz

Energy & Environmental Programs Coordinator
Facilities Management

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.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as 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.

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Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

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