



# Tufts 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

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

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### Submission Note:

The Tufts "satellite campus" is in Talloires, France.

This information is from Tufts' 2014 submission.

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

## Institution type:

Doctorate

## Institutional control:

Private non-profit

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

	Present?	Included?
<b>Agricultural school</b>	No	No
<b>Medical school</b>	Yes	Yes
<b>Pharmacy school</b>	No	No
<b>Public health school</b>	Yes	Yes
<b>Veterinary school</b>	Yes	Yes
<b>Satellite campus</b>	Yes	No
<b>Hospital</b>	No	No
<b>Farm larger than 5 acres or 2 hectares</b>	Yes	Yes

<b>Agricultural experiment station larger than 5 acres or 2 hectares</b>	No	No
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**Reason for excluding agricultural school:**

don't have one

**Reason for excluding medical school:**

is included

**Reason for excluding pharmacy school:**

do not have one

**Reason for excluding public health school:**

is included

**Reason for excluding veterinary school:**

is included

**Reason for excluding satellite campus:**

Not in U.S.

**Reason for excluding hospital:**

University does not own a hospital

**Reason for excluding farm:**

included

**Reason for excluding agricultural experiment station:**

do not have an agricultural experiment station

**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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### Submission Note:

This information is from Tufts' 2014 submission.

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

### Endowment size:

1,386,696,958 US/Canadian \$

### Total campus area:

786 Acres

### IECC climate region:

Cold

### Locale:

Urban fringe of large city

### Gross floor area of building space:

4,923,153 Gross Square Feet

### Conditioned floor area:

9,751 Square Feet

### Floor area of laboratory space:

416,492 Square Feet

### Floor area of healthcare space:

370,035 Square Feet

### Floor area of other energy intensive space:

161,040 Square Feet

### Floor area of residential space:

1,163,137 Square Feet

**Electricity use by source::**

	Percentage of total electricity use (0-100)
Biomass	0
Coal	5.60
Geothermal	0
Hydro	7.50
Natural gas	37.10
Nuclear	33.20
Solar photovoltaic	0.10
Wind	1.60
Other (please specify and explain below)	15

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

Oil 0.3%  
Oil/Gas 8.5%  
Wood/Refuse 3.2%  
Refuse 2.4%  
Steam 0.1%  
Landfill Gas 0.3%  
Total 15.0%

From ISO-NE: Energy Sources in New England CY2013

**Energy used for heating buildings, by source::**

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



<b>Electricity</b>	0
<b>Fuel oil</b>	3.60
<b>Geothermal</b>	0
<b>Natural gas</b>	88.10
<b>Other (please specify and explain below)</b>	8.30

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

Propane 0.5%

Cogenerated steam 7.7%

# Academics and Demographics

## Criteria

n/a

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### Submission Note:

This information is from Tufts' 2014 submission.

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

### Number of academic divisions:

8

### Number of academic departments (or the equivalent):

92

### Full-time equivalent enrollment:

10,300

### Full-time equivalent of employees:

3,423

### Full-time equivalent of distance education students:

6.50

### Total number of undergraduate students:

5,186

### Total number of graduate students:

4,856

### Number of degree-seeking students:

10,393

### Number of non-credit students:

292

### Number of employees:

4,525

**Number of residential students:**

3,520

**Number of residential employees:**

10

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

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

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

# Academic Courses

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## Responsible Party

### Antje Danielson

Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program  
Tufts Institute of the Environment

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## 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*.

**Submission Note:**

Tufts has three places where sustainability courses are publicly available:

<http://environment.tufts.edu/wp-content/uploads/2013-2014-Graduate-Environmental-Course-Guide.pdf>

<http://environment.tufts.edu/wp-content/uploads/2013-2014-Undergraduate-Environmental-Course-Guide.pdf>

<http://sustainability.tufts.edu/get-involved/sustainability-courses/#continued>

Tufts offers roughly 3000 courses annually. Most of them are for undergrads and graduate students. If we have to estimate a split it would be 2000 undergraduate and 1000 graduate courses.

This information is from Tufts' 2014 submission.

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

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

	Undergraduate	Graduate
<b>Total number of courses offered by the institution</b>	2,000	1,000
<b>Number of sustainability courses offered</b>	14	7
<b>Number of courses offered that include sustainability</b>	80	44

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

22

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

48

**Number of years covered by the data:**

Two

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

[TuftsSustainabilityFocusedCoursesFA08toSP11.pdf](#)

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

ANTH015- Native Peoples and Indigenous Rights in South America  
ANTH020- Global Cities  
FAH095- Boston Architecture and Urbanism  
AST010-Wanderers in Space  
BIO007/ENV007- Environmental Biology  
BIO010/ENV010- Plants and Humanity  
BIO051/ENV051- Experiments in Ecology  
BIO142- Population and Community Ecology  
BIO143- Evolutionary Biology  
BIO164/ENV164- Marine Biology  
CHBE138/CE138- Hazardous Waste Treatment Technologies  
CHEM008/CE030- Environmental Chemistry  
CE001- Introduction to Civil and Environmental Engineering  
CE032- Environmental Engineering Principles  
CE054/CH54/ENV54- Fundamentals of Epidemiology  
CE070/ENV70- Introduction to Hazardous Materials Management  
CE112/ENV112- Hydrology/Water Resource, Shafiqul Islam  
CE113/GEO113- Groundwater  
CE132- Environmental Engineering Processes  
CE133- Wastewater Plant Design  
CE137- Public Health  
CE142- Advanced Soil Mechanics  
CE143- Site Remediation  
CE194-B - Industrial Ecology  
CE194-C - Environmental Informatics  
CE201/UEP201/ENV201-Land Use Planning II  
CE202- Environmental Statistics  
CE207/UEP207/ENV207- Environmental Law  
CE212- Chemical Principles in Environmental and Water Resources Engineering  
CE213- Transport Principles in Environmental and Water Resources Engineering  
CE214- Environmental and Resource Systems  
CE241/MPH241- Biology Water and Health  
CH104- Women and Health  
EC048- Health Economics  
EC124- State and Local Public Finance  
EC127- Urban Economics  
EC132- Economics of Energy Markets  
ED164/PJS164- Education for Peace and Justice  
ENG160/ENV160/PSJ150- Environmental Justice and World Literature  
NUTR215/UEP223- Fundamental of U.S. Agriculture  
NUTR233- Agriculture Science and Policy I  
NUTR324/DHP213 – Humanitarian Politics

NUTR333- Agriculture Science and Politics II  
ENV099- Environmental Internship  
GEO002- Environmental Geology w/Lab  
GEO005- Introduction to Oceanography  
GEO115- Quaternary and Glacial Geology  
PJS135-01/SOC135- Social Movements  
PJS141/Phil141- Global Justice  
PHIL024- Intro to Ethics  
PHIL124- Bioethics  
PS188-20 – Politics of International Environmental Negotiation  
PS194- U.S. Environmental Policy  
PSY013- Social Psychology  
SOC050- Globalization and Social Space  
SOC113- Urban Sociology  
UEP173- Transportation Planning  
UEP178- Planning for Low Impact Development  
UEP279- Water Resources Policy and Planning and Watershed Management  
UEP 251-EC 9 – Economics for Planning and Policy Analysis  
EXP058-CF- Marketing for Social Change  
UEP 200 Land Use Planning I  
UEP 201 Land Use Planning II  
PH 204 Occupational and Environmental Health  
CEE 158 Occupational and Environmental Health  
CEE 167 Environmental Toxicology  
BIO 144 Principles of Conservation Biology  
CEE 241 Biology, Water, and Health  
NUTR 233 Agricultural Science and Policy I  
NUTR 333 Agricultural Science and Policy II

Sustainability Focused:

BIO144- Principles of Conservation Biology  
DHPP256 - Innovation for Sustainable Prosperity  
CE149- Earth Support Systems  
CE158- Occupational and Environmental Health, Anne Marie Desmarais  
CE173- Health Effects and Risk Assessment  
CE265/UEP265- Corporate Management of Environmental Issues  
EC030/ENV030- Environmental Economics  
ES025/ENV025- Environment and Technology  
ES027/ENV027- Environmental Health and Safety  
ENV091- Environmental Preservation and Improvement  
ENV94/UEP094- Environmental Policy Planning and Politics  
PS195/UEP294-03- Seminar: Politics of Sustainable Communities  
UEP221- Climate Change Policy, Planning and Action  
EXP097-AS- Quidnunc: Sustainable Development in Nicaragua  
UEP 221 Climate Change Policy and Planning  
UEP 279 Water Resources Policy, and Planning, and Watershed Management  
UEP 174 Clean Air and Clean Water Policy  
UEP 265 Corporate Management of Environmental Issues



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

<http://environment.tufts.edu/>

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

Course descriptions were used to complete the inventory based on Tufts definition of sustainability. Also, teachers on the sustainability committee were asked whether any of the courses that they taught fit under the definition of a Sustainability related course.

The courses we collected were then cross referenced in the Tufts course registration system, which allowed us to compile a list of courses that were actually offered in the most recent academic semesters.

[https://webcenter.studentservices.tufts.edu/coursedesc/course\\_desc\\_by\\_dept.aspx](https://webcenter.studentservices.tufts.edu/coursedesc/course_desc_by_dept.aspx)

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

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

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

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

	Yes or No
<b>Internships</b>	Yes
<b>Practicums</b>	No
<b>Independent study</b>	No
<b>Special topics</b>	Yes
<b>Thesis/dissertation</b>	No

<b>Clinical</b>	---
<b>Physical education</b>	No
<b>Performance arts</b>	No

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

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**Does the institution designate sustainability courses on student transcripts?:**

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# Learning Outcomes

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## Responsible Party

**Antje Danielson**

Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program  
Tufts Institute of the Environment

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## 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.

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## Submission Note:

This information is from Tufts' 2014 submission.

"---" 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:**

261

**Total number of graduates from degree programs:**

3,226

**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 (undergraduate program)  
 Master of Arts in Urban and Environmental Policy and Planning  
 Master of Arts in Law and Diplomacy (International Environment & Resource Policy field of study)  
 Water: Systems, Science & Society (WSSS) program  
 Master of Science in Nutrition (Agriculture, Food and the Environment)  
 Master of Science in Nutrition (Food Policy and Applied Nutrition)  
 Master of Engineering in Environmental and Water Resources Engineering  
 Bachelor of Science in Environmental Engineering  
 Community Health  
 Peace & Justice Studies  
 International Relations: Global Health, Nutrition, and the Environmental Concentration  
 International Relations: International Environmental Economics Concentration

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

Bachelor of Science in Environmental Engineering (BSEVE)

The goals of the BSEVE program are to develop a broad understanding of environmental engineering, its relationship to the physical, chemical, health, and earth sciences, and its interaction with the humanities, arts, and social sciences. The comprehensive view of environmental engineering comprising the program includes treatment; health, safety, and risk assessment; pollution prevention; modeling and simulation of environmental systems; and the design and operation of engineered works. All three environmental media are addressed: air, soil, and the traditional departmental strength in water. The curriculum emphasizes the application of mathematics, basic science, computing, engineering science, and multidisciplinary thinking in environmental engineering, and seeks to foster enterprise and leadership by developing skills in oral and written communication, project management, policy development economics, and planning. The program prepares students to pursue professional engineering careers in the public, private, and not-for-profit sectors.

BSEVE Student Outcomes:

Each graduate of the BSEVE program should be able to demonstrate:

- Ability to apply knowledge of mathematics, science, and engineering.
- Ability to design and conduct experiments as well as to analyze and interpret data.
- Ability to design a system, component, or process to meet desired needs.
- Ability to function on multi-disciplinary teams.
- Ability to identify, formulate, and solve engineering problems.
- Understanding of professional and ethical responsibility.
- Ability to communicate effectively.
- Broad education necessary to understand the impact of engineering solutions in a global/societal/economic context.
- Recognition of the need for and an ability to engage in lifelong learning.
- Knowledge of contemporary issues.
- Ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

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



# Undergraduate Program

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## Responsible Party

**Colin Orians**

Professor

Biology - A&S

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## 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*.

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

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

Yes

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

Environmental Studies Program

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

Founded in 1984, The Environmental Studies Program (ENVS) was one of the first multidisciplinary environmental programs in the United States. Our students and alumni have become effective practitioners and advocates for the environment in medicine, law, finance, industry, government, and other academic fields.

Environmental Studies is offered as a dual major in conjunction with any departmental major in the School of Arts and Sciences and the School of Engineering—normally excluding interdisciplinary programs. This dual-major program combines the depth of a major in a specific field with a wide breadth of environmentally oriented courses. Students who major in Environmental Studies must register with the director, and are placed in one of the tracks—each of which has its own advisor.

The Environmental Studies major requires the completion of five core courses, plus five courses in any one track, and an internship. The core curriculum requires students to master basic scientific principles of environmental processes, to examine interactions between technology and the environment, and to explore the societal context for implementing environmental policy. We recommend that students

begin the major by taking Environmental Biology (Bio7/Env7) early on, to get to know the program.

In addition to the new core, students are required to take five courses in their program track. The program tracks include:

Track I: Environmental Science, focuses on science and the tools necessary to detect, evaluate, and solve environmental problems (basic principles, theories, and methods in biology, chemistry, Earth and ocean sciences, and physics).

Track II: Sustainability, Policy, and Equity focuses on human development policies and practices that can have both positive and negative effects on the natural ecosystem and human well-being, both now and in the future.

Track III: Environmental Communication will require students to have knowledge of natural sciences, social sciences, and the arts and humanities to effectively communicate complex environmental issues to diverse audiences.

Track IV: Food Systems, Nutrition and the Environment focuses on the importance of sustainable food production systems and critical issues of access to high quality food.

Track V: Self-Designed with Advisor is intended to allow students with the capacity to design their own environmental focus in coordination with an Environmental Studies Advisor. An example of this track might be a student who coordinates with Environmental Studies' engineering and political science faculty to design a series of courses that fit within the requirements of the major, on the topic of energy and public policy.

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

<http://as.tufts.edu/environmentalStudies/default.aspx>

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

Bachelor of Science in Environmental Engineering

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

The goals of the BSEVE (Bachelor of Science in Environmental Engineering) program are to develop a broad understanding of environmental engineering, its relationship to the physical, chemical, health, and earth sciences, and its interaction with the humanities, arts, and social sciences. The comprehensive view of environmental engineering comprising the program includes treatment; health, safety, and risk assessment; pollution prevention; modeling and simulation of environmental systems; and the design and operation of engineered works. All three environmental media are addressed: air, soil, and the traditional departmental strength in water. The curriculum emphasizes the application of mathematics, basic science, computing, engineering science, and multidisciplinary thinking in environmental engineering, and seeks to foster enterprise and leadership by developing skills in oral and written communication, project management, policy development economics, and planning. The program prepares students to pursue professional engineering careers in the public, private, and not-for-profit sectors.

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

<http://engineering.tufts.edu/cee/undergraduate/majors/bseve.htm>

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

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

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

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

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

Yes

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

Environmental Science and Policy Minor (for Engineering Students)

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

The minor is designed to give engineering majors greater exposure to natural and social sciences, and thereby deepening student's understanding of the causes and solutions to problems related to environmental sustainability. The minor focuses on the integration of knowledge and approaches from different fields for the preservation and improvement of the environment.

The goal of the minor is to empower student navigation across disciplines and to prepare engineering students for interdisciplinary collaboration in the area of environmental sustainability. The faculty advisor for this minor is John Durant, Associate Professor of Civil and Environmental Engineering.

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

<http://as.tufts.edu/environmentalStudies/curriculum/envscienceandpolicymenor.htm>

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

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

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

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

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

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

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

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# Graduate Program

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## Responsible Party

**Antje Danielson**

Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program  
Tufts Institute of the Environment

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## 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*.

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

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

Yes

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

Master of Arts in Urban and Environmental Policy & Planning

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

This program requires completion of 12 or 13 course credits (most semester-long courses receive one credit each), a thesis, or capstone exam, and an internship. The M.A. program usually takes two-years of full-time study. Students may also enroll in the program on a part-time basis. The M.A. degree is awarded through the Graduate School of Arts and Sciences.

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

<http://ase.tufts.edu/uep/degrees/ma.aspx>

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

Master of Science in Conservation Medicine

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

This program is twelve months long, with a curriculum that consists of small seminar style courses, journal club, and independent team project based activities culminating in an individual case study. Students must complete a four-week internship in a conservation medicine related setting, as well as choose two elective courses from many different disciplines available to augment their educational and professional goals.

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

<http://vet.tufts.edu/mcm/>

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

Master of Engineering in Environmental and Water Resources Engineering

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

The program includes four main elements: Engineering Tools, Management Tools, Electives, and Seminar. Students must select a total of two courses from the available courses in Advanced Mathematics and Computer Applications to fulfill the Engineering tools requirement. To satisfy the Management Tools requirements, students need to take two courses from the available courses offered. Six electives need to be taken for the Electives requirement. All students must take the Environmental and Water Resources Engineering Graduate Seminar during two terms.

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

<http://engineering.tufts.edu/cee/graduate/mengWater.htm>

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

Master of Science in Environment and Water Resources Engineering

<http://engineering.tufts.edu/cee/graduate/msWater.htm>

Doctor of Philosophy in Environmental and Water Resources Engineering

Doctor of Philosophy in Environmental Health

Doctor of Philosophy in Geosystems Engineering

<http://engineering.tufts.edu/cee/graduate/phd.htm>

Master of Science in Environmental Health

<http://engineering.tufts.edu/cee/graduate/msEnvironHealth.htm>

Master of Engineering in Environmental Health

<http://engineering.tufts.edu/cee/graduate/mengEnvironHealth.htm>

Master of Science in Geosystems Engineering

<http://engineering.tufts.edu/cee/graduate/msGeoEng.htm>

Master of Engineering in Geosystems Engineering

<http://engineering.tufts.edu/cee/graduate/mengGeoEng.htm>

Master of Public Policy in Urban and Environmental Policy and Planning

<http://ase.tufts.edu/uep/degrees/MPP.aspx>

Master of Science in Food Policy and Applied Nutrition

Doctor of Philosophy in Food Policy and Applied Nutrition

<http://www.nutrition.tufts.edu/academics/fpan>

Master of Science in Agriculture, Food and Environment

Doctor of Philosophy in Agriculture, Food and Environment

<http://www.nutrition.tufts.edu/academics/afe>

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

Yes

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

Masters of Arts in Law and Diplomacy, Fletcher School (International Environment and Resource Policy concentration)

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

MALD students gain a breadth of knowledge through coursework across the school's three divisions, International Law and Organizations; Diplomacy, History and Politics; and Economics and International Business. Students gain a depth of knowledge in their chosen area of interest by completing two Fields of Study, which they select from an array of 22 different possible concentrations (as well as the ability to "Self-Design" a specific Field).

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

<http://fletcher.tufts.edu/Academic/Courses/Fields-of-Study/International-Environment-and-Resource-Policy>

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

Master of Engineering in Environmental Management (certificate)

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

The certificate in Environmental Management provides students with the tools and techniques they need to understand the complex issues of future environmental management. The program blends courses in fundamentals such as regulations and compliance issues, with leading edge concepts in life-cycle analysis, risk management, and remediation technologies. Students must complete five courses, including one course in each of three focus areas: environmental engineering and technology, environmental health, and policy. The two remaining courses can be selected from any of the focus areas.

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

<http://gradstudy.tufts.edu/programs/certificates/environmentalmgmt.htm>

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

Water Systems Science and Society Program (certificate)

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

This unique certificate program has three goals: (1) To develop research projects that will make significant local, national, and global contributions, (2) To educate a diverse, ethical, skilled set of professionals who are trained to be multidisciplinary even as they develop a specialization, and (3) To meet the growing global demand for interdisciplinary water experts. By meeting these goals, Tufts and WSSS graduates will be uniquely equipped to develop integrated, interdisciplinary solutions to the complex science, public health, economic, engineering, environmental, behavioral, planning, and policy issues surrounding U.S. and international water crises.

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

<http://gs.as.tufts.edu/academics/certificateprograms/WSSS.htm>

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

Civil and Environmental Engineering Certificate Program

<http://gradstudy.tufts.edu/programs/certificates/cee.htm>

UEP Community Environmental Studies

<http://gs.as.tufts.edu/academics/certificateprograms/communityenvironmental.htm>

UEP Management of Community Organizations

<http://gs.as.tufts.edu/academics/certificateprograms/mgmtcommunityorg.htm>

# Immersive Experience

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## Responsible Party

**Ann Rappaport**

Lecturer

Urban & Enviro Policy & Plan

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## 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.

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### Submission Note:

This is from the 2014 Tufts University STARS submission.

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

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

Yes

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

UEP graduate students are required to fulfill a professional internship during their time at Tufts. The professional internship consists of a minimum of 150 hours of supervised work usually completed during the summer between the two academic years. Most internships are located in a public or nonprofit agency. Students may also elect a research internship where they would work on a university-based project. (

<http://ase.tufts.edu/uep/degrees/Internships.aspx>

First-year UEP master's students are required to take the "Field Projects: Planning and Practice" course during the spring semester. This course integrates theory and practice by providing students with an opportunity to work intensely on real-world challenges in their areas of interest, while offering community organizations and agencies the opportunity to gain insight into priority issues and advance strategic objectives through expert analysis and advice. Students operate as consultants, usually in teams of four, on behalf of their chosen client, performing background research, gathering critical data, providing an assessment of a proposed course of action, addressing high-priority concerns, or revising a strategic plan. Examples of past field projects are surveying the opportunities for urban farming in Boston, preparing a community planning guide for public health on food access and sustainable transportation, coming up with ideas to save energy through creative competition and assessing ways to reform school food at the Boston Arts Academy. Past projects and additional information can be found on the UEP website:

<http://ase.tufts.edu/uep/degrees/FieldProjects.aspx#fieldProjects2013>

Internships in undergraduate Environmental Studies program add first-hand experience by getting students out of the classroom and into environmental work. Internship locations are varied, but all involve at least 100 hours of service (paid or unpaid), in the summer or during the school year. Students are required to complete a poster of their work at the end of the internship and are strongly encouraged to present at the annual internship symposium here at Tufts.

<http://as.tufts.edu/environmentalStudies/internships/>

Internships are required for Peace and Justice Studies majors or Certificate candidates. Students who are not Peace and Studies majors but are still interested in the internship and seminar have the ability to enroll. The goal of the internships is to help students think about the effectiveness of different strategies and their own personal role in the social change process. Organizations promoting nonviolence, public service and social responsibility are the "real world" learning process in the Peace and Justice Studies program, and the opportunity to participate in their activities provides students with a different way to learn about ideas, interests, values, and personal growth. Students may select an internship based on their interests, such as Environment or Social Justice.

<http://pjs.tufts.edu/academic/internships.htm>

Tufts in Talloires, a six-week summer program for college students from Tufts and other universities, offers students a dynamic group of courses taught by Tufts faculty. Students enrolled in this program choose two courses from a selection of undergraduate offerings — most of which are taught in English. The local tradition of sustainable living is used as a lens for all courses, even if they are not specifically sustainability-focused, although many are. Current 2014 courses include The Emerging Global Health Crisis: Epidemics, the Environment, and Public Policy; Environmental Economics and Policy, Flowers of the Alps, and Readings on Alpine Nature in French Literature. The Talloires experience extends outside the classroom, as students live with local families and spend free time participating in organized outdoor activities and learning about local customs and sustainable initiatives. (

<http://ase.tufts.edu/europeancenter/programs/talloires/>

)

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





# Sustainability Literacy Assessment

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## Responsible Party

**Tina Woolston**

Director

Office of Sustainability

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## 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.

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

# Incentives for Developing Courses

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## Responsible Party

### Antje Danielson

Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program  
Tufts Institute of the Environment

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## 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.

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

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

Yes

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

TELI, the Tufts Environmental Literacy Institute, is an annual multi-day faculty development workshop that is intended to enhance faculty environmental literacy, with a goal of assisting participants to incorporate these themes into existing or new courses. The ultimate goal of the TELI program is to increase the exposure and knowledge of all Tufts students to enable them to effectively engage with the issues that will shape their generation. Emphasis is placed on recruiting faculty participants from a wide range of disciplines. Past workshops have included interactive presentations by a variety of experts in the field of environmental science and policy, field-based learning experiences, access to a range of resources for course development, and opportunities to share creative teaching experiences with other faculty.

TELI is advertised to all the Tufts campuses and is open to any Tufts faculty or teaching graduate student. The intention is to make teachers more familiar with environmental issues and to give them the tools to integrate it into their curriculum - irrespective of which department or school they teach. The participants apply through a registration form and to date we have never turned anyone away. Emphasis is placed on recruiting faculty participants from a wide range of disciplines.

The Tufts Institute of the Environment (TIE) funds the faculty facilitators' stipends, participant stipends and other course needs. TIE also provides logistical support of the program: TIE staff organize the rooms, the food, coordinate the people who oversee each day, etc.

TIE, Tufts Institute of the Environment, specifically allocates 10 to 15 thousand dollars towards the development of new content and curriculum for courses related to sustainability.

The WSSS program, Water: Systems, Science and Society, an interdisciplinary certificate program for graduate students, is given money every year to further develop their program and courses.

The University provides funds and resources for the development of new sustainability courses and programs. For example, over the last 5 years:

A masters program in conservation medicine was created with 100,000 dollars.

An engineering course in water resource management was created with 8,000 dollars.

A course on climate change and health remote sensing was created with 15,000 dollars.

50% of the Tufts University Seminars were in the area of environmental sustainability (\$85,000 in the last five years).

Three Experimental College (

<http://www.excollege.tufts.edu/>

) courses have been funded (24,000 dollars).

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

Participants in TELI receive a stipend (funded by the Tufts Institute of the Environment) which varies from year to year. Participants also have access to course development resources, through an internal website.

Faculty who develop and teach new classes related to environmental sustainability can apply for funding to be 'bought out' of their usual teaching responsibilities for a semester.

The Tufts Innovates program compensates faculty for their time spent on course development.

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

<http://environment.tufts.edu/?pid=14>

# Campus as a Living Laboratory

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## Responsible Party

**Tina Woolston**

Director

Office of Sustainability

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## 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.

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

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

	Yes or No

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

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

Some work has been done in the past on evaluating air pollution on and around campus.

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

Students are being taken on as interns by the contractors working on building projects - giving them the opportunity to work on on-campus buildings.

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

Nutrition students often work on projects with the dining halls as part of their internship. Additionally there are student interns and employees of catering and dining that specialize in sustainability within the dining operations.

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

Students in the geology department were involved in installing a ground-source heat pump. Students in a climate change class have looked at a variety of energy-related topics on campus from energy saving opportunities in the chemistry building to greenhouse gas emissions from laboratory chemicals. Undergraduates in the Environmental Action class instituted energy-savings behavior change campaigns in several wood-framed residences. Students in engineering management and other engineering classes frequently select and work on campus energy projects, studying, for example, the feasibility of green roofs and alternative power options.

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

Students in the past worked on making several acres of campus organically managed, currently students have provided stormwater low impact development plans to the university, and worked with the grounds staff to install and maintain vegetable or educational gardens on campus.

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

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

Students in Urban and Environmental Policy and Planning classes have evaluated mobility on campus and presented a report full of recommendations for how to make the campus safer and more accessible for pedestrians and bicyclists.

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

Students have instigated and managed post consumer composting programs on campus, as well as tray-less dining.

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

Students have studied the feasibility of waterless urinals and the effectiveness of shower timers on reducing shower duration.

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

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

ACE fellows live in the first year dorms and work to provide an inclusive, affirming environment for Tufts undergraduate students and the University community where all members can achieve their maximum potential and participate in an experience of shared values.

<http://uss.tufts.edu/studentConnection/FirstYear/about/ace.asp>

Students can live in the LGBT special interest house or participate in discussions around diversity on campus among other things.

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

A graduate student helped found "Balance Your Life" whose goal is to improve nutrition, increase physical activity, and improve overall well-being of Tufts undergrads.

<http://sites.tufts.edu/balanceyourlife/>

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

Students in the class Experimenting with Philanthropy invested \$20,000 in local organizations

<http://activecitizen.tufts.edu/blog/2012/06/18/a-20000-%E2%80%98experiment%E2%80%99/>

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

The Jonathan M Tisch College of Citizenship and Public Service is a catalyst for active citizenship at Tufts and is the only university-wide program of its kind. By continuously developing and introducing new active citizenship programming in collaboration



with Tufts schools, departments, and student groups, Tisch College builds a culture of active citizenship throughout the university. This entrepreneurial approach grows the university's capacity for engagement, and allows the college to reach every student at all of Tufts schools

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

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

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# 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.

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Antje Danielson**

Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program  
Tufts Institute of the Environment

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## 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.

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### **Submission Note:**

This information is from Tufts' 2015 submission.

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

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

157

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

800

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

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

45

**A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:**[Faculty Affiliated with Sustainability AC-9.xlsx](#)**Names and department affiliations of faculty and staff engaged in sustainability research:**

\*Please note that the attached excel spreadsheet (Faculty Affiliated with Sustainability AC-9.xlsx) also includes the School/Institute that each faculty member belongs to.

Aaron Dell English  
 Adriana Zavala Art and Art History  
 Albert Robbat Chemistry  
 Alex Blanchette Anthropology  
 Alex Stenkovich Electrical and Computer Engineering  
 Alison Robbins Conservation Medicine  
 Allen Rutberg Conservation Medicine  
 Amahl Bishara Anthropology  
 Andrew Kemp Earth and Ocean Sciences  
 Andrew Ramsburg Civil and Environmental Engineering  
 Andrew Tirrell Political Science  
 Anil Saigal Mechanical Engineering  
 Ann Rappaport Urban and Environmental Policy and Planning  
 Anne Gardulski Earth and Ocean Sciences  
 Anne Marie-Desmarais Civil and Environmental Engineering  
 Antje Danielson Tufts Institute of the Environment  
 Avery Cohn CIERP  
 Ay■e Asatekin Chemical and Biological Engineering  
 Babak Moaveni Civil and Environmental Engineering  
 Barbara Paramenter Urban and Environmental Policy and Planning  
 Beatrice Rogers Friedman School  
 Ben Shapiro Computer Science  
 Beth Rosenberg Public Health  
 Brian Roach Global Development and Environment Institute (GDAE)  
 Bruce Hitchner History  
 Caroline Gelmi English  
 Charles Heaps Stockholm Environment Institute (US Center)  
 Chris Rogers Mechanical Engineering  
 Christian Peters Friedman School  
 Christine Payson English  
 Christine Rioux Public Health and Community Medicine  
 Christopher Swan Civil and Environmental Engineering  
 Colin Orians Biology

Cornelia Photopoulos English  
Dale Bryan Peace and Justice Studies  
Daniel Ryder Chemical and Biological Engineering  
Daniele Lantagne Civil and Environmental Engineering  
David Gute Civil and Environmental Engineering  
David Kaplan Chemical and Biological Engineering  
Daniel Maxwell Feinstein Int'l Center  
David Small Civil and Environmental Engineering  
David Walt Chemistry  
Doug Brugge Public Health  
Ekaterina Gnedenko Economics  
Elena Naumova Civil and Environmental Engineering  
Elizabeth Lemons Religion  
Emma Schneider English  
Eric Miller Electrical and Computer Engineering  
Eric Thompson Civil and Environmental Engineering  
Erik Dopman Biology  
Felicia Nutter Conservation Medicine  
Flo Tseng Conservation Medicine  
Frank Ackerman Global Development and Environment Institute (GDAE)  
Gary Leisk Mechanical Engineering  
George Ellmore Biology  
George Saperstein Environment and Population Health  
Gilbert Metcalf Economics  
Grant Garven Earth and Ocean Sciences  
Gulfer Goze English  
Howard Saltsburg Chemical and Biological Engineering  
Hugh Joseph Friedman School  
Hyunmin Yi Chemical and Biological Engineering  
Igor Sokolov Mechanical Engineering  
Ingar Palmlund Urban and Environmental Policy and Planning  
Jack Ridge Earth and Ocean Sciences  
James Jennings Urban and Environmental Policy and Planning  
Jan Pechenik Biology  
Janet Forrester Public Health  
Janetrix Hellen Amuguni Conservation Medicine  
Jeff Griffiths Public Health  
Jeff Hopwood Electrical and Computer Engineering  
Jeff Zabel Economics  
Jennifer Allen Community Health  
Jenny Aker Instruction, The Fletcher School  
Jeronim Capaldo Global Development and Environment Institute (GDAE)  
Jerry Meldon Chemical and Biological Engineering  
Joe Debold Psych  
John Durant Civil and Environmental Engineering  
Jonathan Harris Global Development and Environment Institute (GDAE)  
Jonathan Kenny Chemistry  
Jonathan Witten Urban and Environmental Policy and Planning

Julian Agyeman Urban and Environmental Policy and Planning  
Julie Ellis Conservation Medicine  
Julie Nelson GDAE  
Justin Hollander Urban and Environmental Policy and Planning  
Karen Kosinsky Community Health  
Kelly Sims-Gallagher CIERP  
Kelsey Jack Economics  
Kenneth Chui Public Health  
Kurt Pennell Civil and Environmental Engineering  
Laurie Baise Civil and Environmental Engineering  
Leila Fawaz Instruction, The Fletcher School  
Linda Abriola Civil and Environmental Engineering  
Lisa Lowe Education  
Liz Ammons English  
Liz Stanton Global Development and Environment Institute (GDAE)  
Luis Dorfmann Civil and Environmental Engineering  
Luisa Chiesa Mechanical Engineering  
Lyuba Zarsky Global Development and Environment Institute (GDAE)  
Magaly Koch Urban and Environmental Policy and Planning  
Marc Hodes Mechanical Engineering  
Mareike Stanitzke English  
Maria Flytzani-Stephanopoulos Chemical and Biological Engineering  
Mariano Torras Global Development and Environment Institute (GDAE)  
Mark Pokras Conservation Medicine  
Mark Woodin PH  
Mary Davis Urban and Environmental Policy and Planning  
Mary Shultz Chemistry  
Masoud Sanayei Civil and Environmental Engineering  
Matt Panzer Chemical and Biological Engineering  
Maureen Murray Conservation Medicine  
Maxwell Daniel Friedman School  
Michael Reed Biology  
Michael Romero Biology  
Modhumita Roy English  
Morgan Hynes Chemical and Biological Engineering  
Natalie Cápiro Civil and Environmental Engineering  
Neva Goodwin Global Development and Environment Institute (GDAE)  
Norman Ramsey Computer Science  
Parke Wilde Friedman School  
Patrick Skelly Conservation Medicine  
Patrick Webb Friedman School  
Penn Loh Urban and Environmental Policy and Planning  
Peter Wong Mechanical Engineering  
Phil Starks Biology  
Rachel Bratt Urban and Environmental Policy and Planning  
Rachel Massey Global Development and Environment Institute (GDAE)  
Rebecca Harris Conservation Medicine  
Richard Goode Gordon Institute

Richard Vogel Civil and Environmental Engineering  
Richard Wlezien Mechanical Engineering  
Robert Hannemann Mechanical Engineering  
Robert Viesca Civil and Environmental Engineering  
Ryan Centner Sociology  
Sarah Courchesne Conservation Medicine  
Scott Horsley Urban and Environmental Policy and Planning  
Sean Cash Friedman School  
Shafiqul Islam Civil and Environmental Engineering  
Shaun Paul Global Development and Environment Institute (GDAE)  
Sheldon Krinsky Urban and Environmental Policy and Planning  
Shinsuke Tanaka CIERP  
Stephen Matson Chemical and Biological Engineering  
Steve Chapra Civil and Environmental Engineering  
Steve Cohen Public Health  
Steve Levine Civil and Environmental Engineering  
Steven Block Friedman School  
Thomas Vandervelde Electrical and Computer Engineering  
Tim Griffin Urban and Environmental Policy and Planning  
Timothy Wise Global Development and Environment Institute (GDAE)  
Ujjayant Chakravorty Economics  
Valencia Joyner Electrical and Computer Engineering  
Wayne Chudyck Civil and Environmental Engineering  
Weiping Wu Urban and Environmental Policy and Planning  
William Masters Friedman School  
William Moomaw CIERP  
William Woods Biology  
Yonggang Wang Civil and Environmental Engineering

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

The Tufts Institute of the Environment, in conjunction with the Office of Institutional Research and Evaluation, keeps records of faculty and staff who have been identified as engaging in environmentally-focused research.

Faculty and staff in this list include professors, research faculty, adjunct faculty, and research institute fellows.

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

1. Sustainability researchers at Tufts were awarded over \$17 million in research grants over the last three years.
2. At the Lima Climate Change Conference (1 – 12 December, 2014), Tufts University organized a side event on adaptation finance.
3. Tufts University held 9 sustainability related conferences in the last three years.
4. As part of a panel hosted by Tufts Center for International Environment & Resource Policy (CIERP), Professor Elena Naumova (Civil and Environmental Engineering) discussed "From Burden Bearing to Opportunity Sharing: Reframing Environmental Negotiations," in

conjunction with the United Nations' Rio+20 summit held in Rio de Janeiro, Brazil on June 18, 2012.

5. In March 2012, Biology Professor Colin Orians received a Tufts Collaborate Award to study how the quality of tea from different management systems responds to increases in climate variability. This is a collaborative project and brings together experts from across the University.

6. Professor Richard Vogel (Civil and Environmental Engineering) was featured in the "Life" section of The Atlantic online, in which he talks about urbanization as an important sustainability trend and the politicization of science.

7. Professor Kent Portney (Political Science) published his latest report, 2012 Greenest Cities in America, in the Canadian magazine Corporate Knights in summer 2012.

**The website URL where information about sustainability research is available:**

<http://sustainability.tufts.edu/resources/sustainability-research-at-tufts/>



# Support for Research

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## Responsible Party

### Antje Danielson

Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program  
Tufts Institute of the Environment

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## 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.
- 

## Submission Note:

The Fletcher School also offers research fellowships in sustainability for graduate students--see <http://fletcher.tufts.edu/ierp/internships-fellowships.shtml> for more information.

Laura Doane, Program Director of Advising and Scholarships, Office-Dean Undergraduate Education, [laura.doane@tufts.edu](mailto:laura.doane@tufts.edu), (617) 627-5869, is the contact person for the Summer Scholars Program.

Undergraduate research funding:

<http://sites.tufts.edu/rogue/>

Graduate student research:

<http://environment.tufts.edu/research/fellowships/previous-annualcohorts/2013-2014-tie-fellows/>

<http://ase.tufts.edu/igert/waterdiplomacy/education/fellowships.htm>

This information is from Tufts' 2015 submission.

**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:**

Matriculated graduate students at any of Tufts University's graduate programs and professional schools are eligible to apply for Tufts Institute of the Environment (TIE) fellowships to conduct interdisciplinary environmental research projects. Selected students will be listed on the TIE website, invited to present final reports to the Tufts environmental community, and receive funding toward a research stipend and/or supplies (up to \$6000 per graduate fellowship).

For undergraduates and graduates, TIE offers two types of financial awards to offset travel costs:

1. Conference Presentations Travel Grants, supporting transportation costs and conference registration for Tufts students who are making presentations at environmental conferences, meetings, and workshops.
2. Data Collection Travel Grants, supporting transportation costs for Tufts students who are collecting data for academic research that is specifically environmental in focus.

Also, in 2014 TIE a new program that supports undergraduate students interested in pursuing environmentally focused research in the natural sciences, social sciences, or humanities. In addition to financial support, students are given mentoring opportunities and a space in our office to work throughout the summer.

Tufts summer scholars program gives research funding to two undergrads in the area of sustainability research every year.

Tufts Institute of the Environment runs workshops for graduate students that promote student cohort formation, collaborative sustainability research and skill. development.

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

<http://environment.tufts.edu/research/>

**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 Tufts Institute for the Environment (TIE) provides funding for interdisciplinary environmental faculty research.

In addition, the "Tufts Collaborates" and "Tufts Innovates" seed grant programs were designed to foster interdisciplinary collaboration among faculty from different departments, and many of the projects funded through those grants have focused on sustainability and the environment.

Tufts Institute of the Environment runs annual faculty workshops to encourage the formation of interdisciplinary environmental research networks in certain research areas related to sustainability.

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

<http://provost.tufts.edu/teaching-research/seed-grants-for-teaching-and-research/>

**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:**

Promotion-only within an interdisciplinary program is available for tenured associate professors with the following stipulations:

1. The interdisciplinary program for which promotion is being sought must offer a major;
2. Such promotion shall be reviewed by T&P according to the standards of scholarship, teaching, and service used in promotion cases within departments;
3. Individuals promoted under the above conditions shall receive the title "professor" of the appropriate program

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

<http://ase.tufts.edu/faculty/handbook/pdf/chapter4statement11.pdf>

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

Yes

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

The Tisch Library at Tufts has a Tisch Sustainability Team, which fosters sustainability projects and environmental research at the library.

In addition, Tisch Library employs a full-time staff librarian, whose area of focus is in supporting sustainability research.

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

<http://tischsustainabilityteam.wordpress.com/>

## Responsible Party

**Antje Danielson**

Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program  
Tufts Institute of the Environment

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## 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.

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### Submission Note:

Tufts Digital Library

<http://dl.tufts.edu/>

Tufts Digital Collections and Archives

<http://sites.tufts.edu/dca/>

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

### Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

9

### Number of divisions covered by a policy assuring open access to research:

9

### A brief description of the open access policy, including the date adopted and repository(ies) used:

At the Scholarly Communications at Tufts site, information for faculty, staff, and students about all aspects of the process used by scholars to share and use the results of their and others' research. The goal is to provide answers to questions about copyright, fair use and open access.

<http://sites.tufts.edu/scholarlycommunication/>

The site is arranged to provide

information for:... and information about:

Authors Author's Rights

Faculty Copyright

Course Instructors Fair Use

Students Open Access

Tufts Policies

Additionally at Tufts, faculty, students and researchers can also make their work accessible by contacting the Tufts Digital Collections and Archives and the Tufts Digital Library.

### **A copy of the open access policy:**

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### **The open access policy:**

In the Life Sciences (sustainability related Environmental Health and One Health) open access is required for all NIH supported research.

<http://www.library.tufts.edu/hsl/services/NIHpublicaccess.html>

See NIH policy on open access

<http://publicaccess.nih.gov/policy.htm>

Researchers with funding from NSF adhere to the Data Sharing policy of NSF

<http://www.nsf.gov/bfa/dias/policy/dmp.jsp>

For Arts and Sciences and Engineering there really isn't a policy per se, but rather a program and policies, see the Scholarly Access Site for Tufts policies that relate to scholarly communication. Such policies concern Fair Use of Copyrighted Materials, Rights and Responsibilities with Respect to Intellectual Property and Information Stewardship Policy. Additionally, the Digital Collections and Archive (DCA) is committed to providing open access to its collections as far as possible within the limits of privacy and confidentiality. Although many records and manuscript collections are open for use, there are materials held by the DCA that are subject to access restrictions. The DCA supports the teaching and research mission of Tufts University by ensuring the enduring preservation and accessibility of the university's permanently valuable records and collections. The DCA assists departments, faculty, and staff in

managing records and other assets. The DCA collaborates with members of the Tufts community and others to develop tools to discover and access collections to support teaching, research, and administrative needs DCA encourages faculty to consider donating research materials as well as depositing their publications with us for open access.

**The website URL where the open access repository is available:**

<http://sites.tufts.edu/scholarlycommunication/>

**A brief description of how the institution's library(ies) support open access to research:**

The Scholarly Communication Team is charged by the University Library Council with the responsibility of monitoring issues surrounding copyright, author's rights, and scholarly publishing

[http://sites.tufts.edu/scholarlycommunication/?page\\_id=212](http://sites.tufts.edu/scholarlycommunication/?page_id=212)

Tufts Libraries Collections pay membership fees for certain journals in order to provide article processing charge (APC) discounts to Tufts authors for OA publishing:

[http://sites.tufts.edu/scholarlycommunication/?page\\_id=1267](http://sites.tufts.edu/scholarlycommunication/?page_id=1267)

Funding is available to encourage open access publishing:

<http://tischlibrary.tufts.edu/about-us/innovations-and-student-awards/grad-open-access-fund>

In the life sciences publications are available through PubMed.

**The website URL where information about open access to the institution's research is available:**

<http://sites.tufts.edu/scholarlycommunication/>

# 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.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

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## Responsible Party

**Tina Woolston**

Director

Office of Sustainability

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## 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*.

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### Submission Note:

Tufts was also home to one of the first "Student Sustainability Educators Programs", the original Eco-Reps program, which ran from 2001-2006. For information on that program, see <http://sustainability.tufts.edu/?pid=106>.

We calculated "Students Served by Eco-Reps" by adding the number of residents that live in each dorm that is served by an Eco-Rep.

Students Served by Environmental Action Class = # students in the class + # students in the residential houses they worked in during the 2013-2014 academic year - this will vary by year.

"---" 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:**

10,393

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

Tufts Eco-Reps

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

2,655

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

The Tufts Eco-Representatives (Eco-Reps) are a group of residential students who help to raise awareness about ecological issues, encourage environmentally responsible behavior in their hall-mates and peers, and plan related events and activities. They also organize group activities, collaborative projects, and represent the Eco-Reps Program at various campus-wide events. Examples of these activities include movie screenings, windowsill gardening, discussion groups, and larger events like “Jumbo Mountains,” where waste from residential halls is displayed on the Academic Quad. Eco-Reps are also responsible for planning and executing behavior change campaigns in their residence halls. Eco-Reps are trained to use community based social marketing techniques to effectively reach their residents. Eco-Reps attend a 4-day training at the beginning of the semester as well as mandatory weekly meetings.

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

Eco-Rep selections are made at the end of the spring semester and are based on a written application and an interview. Recommendations are requested if the coordinators feel that applicant’s qualifications cannot be sufficiently assessed from the written portion alone. Occasionally additional Eco-Reps are hired during the last month of the fall semester to replace Eco-Reps who will not be returning for the spring semester through a similar process.

Applicants are evaluated on their:

level of enthusiasm for the program

dorm of residence

ability to communicate effectively and get along with others

past history of taking initiative

creativity

amount of time they are able to commit to the program

environmental knowledge (not required, but a plus!)

charisma

Applicants who are self-starters, outgoing, eager to learn, comfortable teaching others and not over committed in other areas of their lives, do well in the Eco-Reps program and can make a big difference in their dorms’ culture. Although it is not required that applicant live in one of the dorms with an Eco-Rep, individuals residing in the same dorm as their Eco-Rep assignment are preferred.

Returning Eco-Reps may live off campus, but first year Eco-Reps must live in on campus housing. Every effort is made to assign Eco-Reps a dorm that is close to their own residence.

Preference is given to students who will be on campus for the entire year, but individuals going abroad for one semester are also encouraged to apply.

Students from all majors, interests, and backgrounds are encouraged to apply as it is desired to have as diverse a group of students as possible in the program.

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

Eco-Reps are expected to participate in a four-day long training during new student orientation, and come to 1.25 hour weekly meetings throughout the academic year. The meetings during the first semester are knowledge and learning orientated. The coordinators or guest speakers will usually give a presentation on a sustainability-related topic. During the spring semester, the focus of the weekly meetings transitions to event planning (our two main spring events are RecycleMania and EarthFest). During spring weekly meetings, each Eco-Rep is required to give a presentation about a topic that interests them and to lead a group discussion about their topic. Orientation training involves various 'getting to know you' and bonding activities, as well as event brainstorming, writing a mission statement of the program for the year, creating a student-written contract, meeting and interacting with their dorms residents, RAs and RD during move in, giving presentations, and learning their duties. The goals of training are broken down below:

#### Value/Beliefs

- believe that what they do matters
- believe that they have the ability to affect change
- believe that working for a sustainable planet is a worthy goal
- believe that an environmentally concerned community is important, worth perusing, and that they can play a part in creating it

#### Behavior Goals

- enhanced leadership skills
- brainstorming creative events together and alone
- serving as a leader in the dorm, having dorm-mates respect them and come to them with questions, etc
- Environmental behavior goals
- always recycling
- not using disposable water bottles
- composting
- turn off lights and plug strips
- pay attention to water consumption
- limiting consumption
- setting out habits for life after dorms, knowledge for life after dorms

#### Knowledge Goals

- Skills for influencing people—effective ways to talk to their peers
- How to talk to administration, those in positions of authority
- What can be recycled on campus
- Where to find environmental information/how to get your questions answered
- How to plan an event on campus
- Climate change is real and caused by humans
- Knowledge of where to get information you do not know already
- Know your RA and the people you live with
- Tufts environmental programs and resources
- Knowing your campus community, what problems affect your community

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

The program is coordinated by two upperclassmen, who are mentored by the Sustainability Program Director. Presently, the program is supported financially only by the Office of Sustainability (for the Reps' small stipends), Residential Life for some individual events and

housing on campus during training, and the Office of Campus Life for on-campus meals during orientation training.

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

Environmental Action

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

64

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

This is a hands-on, experiential class where students explore the human behavior-environment nexus and practice acting as a change agent on campus. Students develop, deploy and evaluate campaigns designed to increase sustainability-related behaviors. Topics covered include: human behavior, community based social marketing, energy, climate change, sustainability efforts at Tufts, culture change, survey techniques, effective communication, program evaluation and the social dimension of sustainability. This course counts towards the Sustainability, Policy, and Equity; and the Environmental Communications tracks. It is offered every other year during the Fall semester.

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

Any student in the undergraduate program or graduate program are welcome to register for the class as long as they meet the prerequisite: ENV91 or Bio7 or permission of instructor

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

Example syllabus:

[http://sustainability.tufts.edu/wp-content/uploads/Environmental\\_Action\\_Syllabus\\_Sp2014\\_forstudents.pdf](http://sustainability.tufts.edu/wp-content/uploads/Environmental_Action_Syllabus_Sp2014_forstudents.pdf)

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

The Environmental Studies Department funds the instructor and TA salaries.

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

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

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

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

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

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

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

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

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

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

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

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

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

2,000

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

<http://sustainability.tufts.edu/programs/ecorepresentatives/>



## Responsible Party

**Tina Woolston**

Director

Office of Sustainability

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## 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.

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*"---" 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:**

58

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

Sustainability is included prominently in the new student orientations for many of the university's programs and varies slightly from year to year. The Tufts Eco-Reps organize a wide variety of orientation events for undergraduate students. Their efforts include some training of the freshman orientation leaders and residential advisers on campus sustainability, overseeing composting at the matriculation lunch and dinner, and running a "Get Green: Environmentalism at Tufts" event (Academic year 2012 - 2014) available to all incoming undergraduates. Some years the Office of Sustainability staff has also provided training and information to incoming graduate students Tufts, including those at the Dental School, Cumming School of Veterinary Medicine, Fletcher School of Law and Diplomacy, and Urban and Environmental Policy and Planning. These efforts have included: holding an environmental brunch/open house with Tufts Institute of the Environment and the Environmental Studies program; distributing green maps, green living guides, and commuting brochures to students; running recycling games; and speaking and tabling at various events and orientation programs. In the 2014 orientation a "sustainability week" was included in the 6-week long extended orientation programming.

<http://tuftsdaily.com/news/2014/10/23/sustainability-week-offers-first-years-extended-look-acti>

[vism-campus/](#)

Sustainability is also a fundamental tenet of the optional pre-orientations that Tufts offers, specifically TWO (a backpacking program) and FOCUS (a community service program). In TWO (

<http://www.tuftswildernessorientation.com/#Info>

), students spend 5 days in the woods and have to live completely without waste, so everything that goes into the woods must come out. In FOCUS (

<http://tuftsfocus.org/trips/>

), there are multiple trips that are dedicated to helping the environment.

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

<http://sites.tufts.edu/tuftsgetsgreen/event/get-green-environmentalism-at-tufts/>

## Responsible Party

**Tina Woolston**  
Director  
Office of Sustainability

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## 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.

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*"---" 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?:**

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

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

Members of the Tufts Sustainability Collective (TSC) plan events and initiatives that increase environmental awareness on and off campus. TSC is a student-run organization that aims to serve as the center for information about current environmental events on the Tufts campus. TSC also organizes a popular Sustainability Roundtable each semester that brings together other sustainability-focused groups and interested students from across the campus. TSC is comprised of several member branches: Tom Thumb's Garden (Tufts' student garden), Students for a Just and Stable Future, Sustainable Action Squad, and Food for Thought.

Students for a Just and Stable Future is a Massachusetts-wide, student-led organization dedicated to achieving 100% clean energy in MA by 2020. The Tufts chapter collaborates with other Boston schools to raise awareness on campus and in the community and change environmental policy through rallying, marching, demonstrating, holding sleepouts, talking to legislators, and putting pressure on the state government to get MA off of coal and other fossil fuels. The group's largest campaign is currently Tufts Divest.

Sustainable Action Squad works on projects to make Tufts a more sustainable place. The group evolved from Tufts Against Plastic, the student-led initiative to get water bottles out of Hodgdon Good-to-Go and get affordable Nalgene's into the hands of students.

Food for Thought is the Tufts platform for addressing contemporary food issues through a variety of lenses, including environmental, political, social, ethical, economic, and nutritional. Through weekly discussion and mindful action, the group seeks to educate themselves and the communities on these issues, inform individual food-related choices, and engage with and improve the food systems to which we are connected. (

<https://sites.tufts.edu/tuftssustainabilitycollective/>

)

The Fletcher Energy Club, for graduate students at the Fletcher School, is a student organization dedicated to providing a venue for the presentation of energy-related research from those within the Fletcher community, both students and faculty, as well as invited guests. (

<http://fletcher.tufts.edu/FLEC>

).

Fletcher GREEN works to better inform the Fletcher student body on cross-cutting, international issues that relate to the environment and energy, while also facilitating information sharing for those students interested in environmentally related careers. Their activities include hosting speakers, organizing forums and debates, arranging networking sessions, planning educational trips, and helping to coordinate environmental initiatives taking place at Fletcher.

Fletcher Net Impact believes in using the power of business to make a more socially and environmentally sustainable world. The group hosts events, speakers, networking opportunities, and field trips focused on sustainability, social responsibility, innovation and global shared value.

Tufts Bikes is a student-run organization aimed at promoting bike culture at Tufts University through a bike sharing program, a bike repair shop, safety and urban riding classes and group rides. (

<http://tuftsbikes.com/contact/>

)

**The website URL where information about student groups is available:**

<http://sustainability.tufts.edu/get-involved/green-organizations/>

**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:**

Tom Thumb's Student Garden is a branch of the Tufts Sustainability Collective and is comprised of a modest cluster of raised beds. The garden, comprised of a variety of plants, ranging from squash and melons to peppers and tomatoes, is tended to by student members and open to anyone in the Tufts community.

The Jean Mayer USDA Human Nutrition Research Center on Aging at Tufts University (USDA HNRCA) and the Massachusetts Horticultural Society opened an indoor garden to raise vegetables on Tufts' Boston campus in January 2014. Located in the street-level lobby of the USDA HNRCA, the garden is an extension of the Massachusetts Horticultural Society's Garden to Table initiative, which provides hands-on learning opportunities and educational support to people interested in growing their own vegetables. (

<http://now.tufts.edu/news-releases/indoor-garden-installed-usda-nutrition-research-center-aging>

-tufts-university

)

The Cummings School of Veterinary Medicine now has a community garden right in the middle of campus where employees and students can tend their own plots between classes and work. The garden was a student initiative and is run by students with assistance from farm staff.

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

<https://sites.tufts.edu/tomthumbsstudentgarden>

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

The Rez is a student-run cafe on campus. They serve fair-trade coffee grown by small, independent farmers. The Rez also opts to use compostable plastic cups and recycles all milk cartons, glass syrup bottles, and soy milk boxes. Students who purchase coffee from The Rez receive a discount for bringing their own mugs.

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

<http://www.tuftsstudentresources.com/shop/tsr-cafes>

**A brief description of the sustainable investment or finance initiatives:**

The Tufts Experimental College course "Experimenting with Philanthropy" offers students the unique opportunity to serve as both grantwriter and grantmaker. This course teaches philanthropy while providing over \$10,000 in grants to local non-profits that the students

select.

The Experimental College has also offered courses such as “Microfinance,” in which students study and participate in microfinance investments. (

<http://www.excollege.tufts.edu/coursesCurrent.asp>

)

A new Tufts University Sustainability Fund (TUSF) will give donors the option of designating that their endowment gifts be invested in a way that acknowledges the importance of environmental, social and governance (ESG) factors. Tufts will launch the new TUSF with seed funding of \$1 million from the university. An advisory group consisting of staff, faculty, students and members of a professional investment office is being appointed to determine the definition of sustainability and consider the investment options available. See more at:

<http://now.tufts.edu/articles/boost-tufts-environmental-goals>

**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:**

The university holds a number of major events for students related to sustainability. These include the following:

CIERP’s Energy, Climate, and Innovation Program’s Research Seminar series features a variety of presenters who speak on topics ranging from climate change and sustainability development to ecosystem management and energy. The Center for International Environment & Resource Policy is housed within the Fletcher School. (

<http://fletcher.tufts.edu/CIERP/Events>

)

The Department of Urban and Environmental Policy and Planning hosts a UEP Colloquium Series intended to bring together students, faculty, affiliates, alumni, and friends to share, learn, inspire, and provoke. (

<http://ase.tufts.edu/uep/news/NewsDetails.aspx?newsTypeId=3&newsId=210>

)

Tufts’ Environmental Studies Program organizes a weekly Lunch and Learn series that features Tufts alumni, graduate students, faculty, and undergraduates participating in research, as well as non-Tufts speakers from the environmental and sustainability fields. (

<http://as.tufts.edu/environmentalstudies/events/lunchlearn.htm>

)

The Global Development and Environment Institute hosts a Brown Bag Lunch series on environmental topics. (

<http://www.ase.tufts.edu/gdae/events.html>

)

The Tufts Energy Conference is a two-day energy conference that brings together experts from the private, public, and nonprofit sectors with students and professionals to discuss critical global energy issues. The conference is entirely organized by students from a broad range of backgrounds in engineering, international affairs, urban planning, and economics. (

<http://www.tuftsenergyconference.com/>

)

The Office of Sustainability hosts events each year, including the annual Eco-Rep Symposium in November 2014.

<http://sustainability.tufts.edu/programs/ecorepresentatives/ecorep-symposium/2014-eco-rep-sympo>

[sium-at-tufts/](http://sustainability.tufts.edu/programs/ecorepresentatives/ecorep-symposium/2014-eco-rep-sympo)

Many additional sustainability-themed speakers and events are frequently held at Tufts (e.g.,

<http://environment.tufts.edu/?pid=45&c=60>

,

<http://environment.tufts.edu/events/past-events/>

)

Additionally many student groups host sustainability related events.

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

<http://sites.tufts.edu/tuftsgetsgreen/events>

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

In Sept 2014, The Beehive Collective brought their hand-drawn, large-format portable murals and told the story of MesoAmerica Resiste! as part of Tufts extended orientation program from undergraduate students.

<http://beehivecollective.org>

The Tufts Art Gallery frequently curates sustainability related exhibits (

<http://artgallery.tufts.edu/exhibitions/past.htm>

) including:

“Seeing Glacial Time: Climate Change in the Arctic” January 30-May 18, 2014. The exhibit examined how eight contemporary artists employ the "real time" of photography to visualize the largely imperceptible, gradual changes in "glacial time" from the bellwether Arctic region. A number of educational events, including curatorial walkthroughs, are being held throughout the exhibition.

Lucy and Jorge's traveling "Food-Water-Life" exhibit came to Tufts at the end of 2012 and explored major concerns that define the 21st century: biodiversity, environmental conditions, climate change and exchange among peoples.

<http://artgallery.tufts.edu/exhibitions/traveling.htm>

In February 2014, a reading of Chantal Bilodeau's play SILA, about climate change in the Arctic and its impact on the world, was performed at Tufts.

In November 2013, the Campus Consciousness Tour featuring Grouplove came to Tufts. The Tufts Eco-Reps worked with non-profit Reverb to host a table at the Eco-Village for the Tour prior to the Grouplove concert.

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

<http://sites.tufts.edu/tuftsgetsgreen/events>

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

The student-run Tufts Mountain Club (TMC) is one of the largest student organizations on the Tufts campus and organizes trips every weekend. TMC maintains the Tufts-owned Loj in New Hampshire for use by students and other members of the Tufts community. Many students use the Loj as a base camp from which they enjoy a wealth of activities including hiking, skiing, swimming, rock climbing, and apple picking. The Outdoor Resource Center shares outdoor knowledge and techniques with the wider Tufts community by hosting clinics and training sessions on campus.

The Tufts Wilderness Orientation is a 5-day experience for incoming freshmen the week before school starts. Each year, over 250 freshmen come to Tufts in late August to embark on 33 student-led backpacking, canoeing, hybrid, rock climbing, and trail crew trips. Groups are completely self-sufficient for the five days; they carry all their own food and equipment, do all their own cooking, and have as little contact with civilization as possible. The Tufts Wilderness Orientation Staff is a highly selective group of students, including 30 support staff members and 66 leaders in 2014.

(

<http://www.tuftswildernessorientation.com/>

)

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

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

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

The common reading book for the incoming undergraduate class in 2012-2013 was "The Story of Stuff" by Annie Leonard. Programming was organized around the theme of the book throughout orientation and the rest of the year, including a campus lecture and visit from the author. Incoming students were also invited to submit an essay to the Story of Stuff essay contest to win a \$300 gift certificate. (

<http://activecitizen.tufts.edu/blog/2012/10/16/story-of-stuff-essay-winners-and-honorable-menti>

ons/

)

**The website URL where information about the theme is available:**

<http://sustainability.tufts.edu/common-reading-program-story-of-stuff/>

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

The Green House, Tufts' sustainability-themed housing unit, was established in 2013. The Green House is intended as a focal point for the environmentally-minded community on the Tufts Campus. By bringing eco-friendly students, organizations, and faculty together they promote the spread of knowledge and passion for sustainable living. The house provides a living space for environmentally interested students, and a meeting place for the larger Tufts community. Students living in the Green House are required to work on sustainability-related research or a project around the campus, and residents host sustainability-focused events throughout the academic year. Tufts' sustainability director serves as the advisor of the Green House. (

<http://ase.tufts.edu/reslife/housing/special.asp#green>

)

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

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

**A brief description of sustainability-focused student employment opportunities:**

A number of offices and departments on campus offer sustainability-related student employment and internships, including the Office of Sustainability, Tufts Institute of the Environment, the Environmental Studies Program and Dining Services (catering).

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

<http://sites.tufts.edu/tuftsgetsgreen/category/career/>

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

Such a pledge was taken by groups of students graduating in 2006 and 2007, but as it was a student-organized campaign, it has not been maintained.

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

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

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

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# Outreach Materials and Publications

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## Responsible Party

**Lauren Martin**  
Communications Specialist  
Office of Sustainability

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## 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.

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*"---" 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
<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes

<b>A sustainability newsletter</b>	Yes
<b>Social media platforms that focus specifically on campus sustainability</b>	Yes
<b>A vehicle to publish and disseminate student research on sustainability</b>	Yes
<b>Building signage that highlights green building features</b>	Yes
<b>Food service area signage and/or brochures that include information about sustainable food systems</b>	Yes
<b>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</b>	Yes
<b>A sustainability walking map or tour</b>	Yes
<b>A guide for commuters about how to use alternative methods of transportation</b>	Yes
<b>Navigation and educational tools for bicyclists and pedestrians</b>	Yes
<b>A guide for green living and incorporating sustainability into the residential experience</b>	Yes
<b>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</b>	Yes
<b>Other sustainability publications or outreach materials not covered above</b>	Yes

**A brief description of the central sustainability website:**

The Tufts University Office of Sustainability maintains a website that consolidates information about sustainability, highlighting programs and events at Tufts. The website is the most comprehensive resource available for anyone who is interested in getting involved in campus sustainability, not just members of the Tufts community. It features detailed information on key programs like the Eco-Reps, Eco-Ambassadors, and Green Office Certification, which other institutions have used as a model to start their own. It also contains rich information to help raise awareness about issues such as climate change, green transportation options, and careers in sustainability.

**The website URL for the central sustainability website:**

<http://sustainability.tufts.edu/>

**A brief description of the sustainability newsletter:**

The Office of Sustainability Newsletter includes news, on- and off-campus events, job opportunities, educational opportunities, and more. For example, a recent newsletter highlighted the Tufts Eco-Rep Symposium, Eco-Ambassador application information, new Eco-Rep Positions, upcoming events, and information about our new sustainability interns. Each issue contains highlights from events and job postings from our blog. Interested students, staff, and faculty can easily sign up online, or sign-up sheets are available at many Office of Sustainability affiliated events.

**The website URL for the sustainability newsletter:**

<http://sustainability.tufts.edu/archives/>

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

Our Facebook page (

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

) focuses on campus events, opportunities, and initiatives, although we also cover broader sustainability issues. Most of our followers are Tufts students, departments or individuals from the Medford and Somerville communities so the content tends to emphasize local events and student outreach.

Our Twitter following has a broader audience that includes sustainability professionals, peer institutions, and a diverse group of organizations in addition to those affiliated with Tufts. Our tweets, therefore, consist of larger sustainability issues and news, regional updates, and where Tufts stands in the context of broader sustainability initiatives.

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

<http://facebook.com/TuftsGetsGreen>

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

A database is currently being built specifically to store information on student research projects on sustainability. It will allow students to upload their projects and users from the Tufts community to search for existing/past projects. Faculty and staff will also be able to post about potential research projects available for students to take on. The long-term plan is to integrate the database into the online library catalog.

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

<http://sustainability.tufts.edu/resources/student-projects/student-project-database/>

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

The most prominent signage appears in Sophia Gordon hall, an on-campus apartment building that is LEED Gold certified. There is signage throughout the entrance hall of the building, bringing attention to all of the sustainable aspects of the building. There is also signage in the individual apartments that highlights sustainable features such as the dual-flush toilets. Additionally, the residence has a community meeting space that is used for many gatherings and provides further opportunities for educating the community about green buildings. Every dorm building also contains signage drawing attention to the sustainable washing machines used on campus.

There are also signs in the main parking garage explaining the energy-efficient LED lighting. There are signs on the Tisch Library roof, a prominent student and community gathering space, explaining the Library's "green roof" project (for more about this project, see

<http://sustainability.tufts.edu/green-roof-collaborative/>

) There are also signs on the Tufts-owned Fairmont House that call attention to the building's solar panels (

<http://sustainability.tufts.edu/fairmont-house/>

).

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

<http://sustainability.tufts.edu/programs/green-buildings/>

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

The dining centers have signage that informs students about which produce items are locally grown as well as signs describing composting initiatives. The Office of Sustainability distributes brochures on Sustainable Seafood (by the Monterey Institute) and Fair Trade products.

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

<http://dining.tufts.edu/sustainability/>

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

Tufts' rain garden and a pilot installation of permeable pavement has signage on the sustainable features of these landscaping initiatives.

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

<http://sustainability.tufts.edu/programs/sustainable-landscaping>

**A brief description of the sustainability walking map or tour:**

The Office of Sustainability distributes an "Eco Map of Tufts." This is a campus map that identifies all of the sustainability hotspots on campus: recycling bins, compost drop-offs, dining locations offering Fair Trade coffee, battery and ink cartridge recycling, electric vehicle charging station, shuttle stops, public transportation pick-up points, and green highlights like solar panel installations.

The Office of Sustainability developed an EcoTour of campus featuring ten locations or "stops" on the Medford campus that have significance in Tufts' environmental history. Stops are marked by a sign with a QR code that can be scanned by a smart phone with information about the location and directions to the next stop. The final location is the Office of Sustainability where students receive a recycled paper notebook for completing the tour.

**The website URL of the sustainability walking map or tour:**

<http://go.tufts.edu/ecomap>

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

The Office of Sustainability produces pamphlets for each of our three campuses in Massachusetts containing information about "Traveling Green". These pamphlets include information about commuter benefits, shuttle routes and public transportation, Zip Car service, ride share, and bike share services. They highlight the environmental and economical incentives for making your commute more sustainable. The pamphlet is available for pick-up at Tufts Department of Public Safety's parking desk, at the Office of Sustainability, in the student commuter house, at various events, or through staff "Eco-Ambassadors" and can be downloaded from the website. The transportation page on the website contains more detailed information about alternative transportation at

<http://sustainability.tufts.edu/programs/transportation/>

. We also have an intern who is currently working on a video about how to use public transportation to get to the Medford Campus.

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

<http://sustainability.tufts.edu/programs/transportation/>

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

We publish a bike map for the Medford campus that includes information on the locations of bike racks, bike lanes, steep hills, etc. It also provides tips on safe biking (turn signals, helmet use, etc.), relevant laws, and biking resources on campus. Tufts Bikes (

<http://tuftsbikes.com/>

), a student bike share group, holds group rides that include an educational/instructional portion, offers free bike maintenance with open shop hours so anyone can bring their bikes in for a tune-up/service, and connects students with other bike resources.

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

<http://sustainability.tufts.edu/wp-content/uploads/2014-Bike-Map-Final.pdf>

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

The Guide to Living and Working Green at Tufts provides a wealth of information for staff, faculty and students on sustainable practices they can use at Tufts and at home. It contains sections on dining, water use, energy, recycling, shopping, traveling, and more.

In addition, "Habitats," the publication for residents, contains a section on recycling and green living. This includes guidelines for recycling, saving energy, appliance use, and more. See

<http://ase.tufts.edu/reslife/documents/Habitats.pdf>

pages 29-30 for details.

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

<http://sustainability.tufts.edu/get-involved/green-guide/>

**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:**

Tufts Daily has assigned a reporter to cover the sustainability beat since SY 2012-2015. Even before there was a sustainability beat, Tufts is small enough that almost all sustainability related events are covered by the news section and the editorial section often features sustainability-related pieces.

**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:**

<http://www.tuftsdaily.com/>

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

There are signs above the recycling bins located in all residential and academic buildings. These signs tell people what can and cannot be recycled and remind everyone to recycle. Additionally, the Tufts Recycles! office produces a pamphlet with information about what can and cannot be recycled, as well as frequently asked questions about Tufts recycling practices.

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

<http://sites.tufts.edu/tuftsrecycles/recycle/staff-and-student-resources/>

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

Yes

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

The Office of Sustainability produces an up-to-date calendar of local farmers markets and CSA box share programs. The calendar is distributed at sustainability events and is available on-line. The document reports the location of the farmers markets and dates they are running, and lists CSA box shares that are dropped off locally. This information is utilized by students and employees who are interested in purchasing locally grown produce.

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

<http://sustainability.tufts.edu/get-involved/community-supported-agriculture/>

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

**material):**

Yes

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

The Office of Sustainability maintains a blog on which we publish news, events, green job opportunities at Tufts and elsewhere. Regular updates are posted by our student Eco-Representatives and stories not covered by other media channels at Tufts are often featured on our blog, such as Zero Waste Week, the switching of fuels at the Central Heating Plant that resulted in a significant reduction of emissions, etc.

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

<http://sites.tufts.edu/tuftsgetsgreen>

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

Yes

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

Our website lists Sustainability-Focused and Sustainability-Related Courses available for graduate and undergraduate students, which includes a for-credit class offered by our office on Environmental Action.

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

<http://sustainability.tufts.edu/get-involved/sustainability-courses/>

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

Yes

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

The Resources section of our website is an online collection of sustainability-related resources for Tufts students, faculty, and staff, as well as members of the greater Tufts community. We include resources from Tufts University, other members of the academic community, government agencies, nonprofits, and NGOs, among others.

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

<http://sustainability.tufts.edu/resources/>

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

No

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

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

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

No

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

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

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

No

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

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

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# Outreach Campaign

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## Responsible Party

**Lauren Martin**

Communications Specialist

Office of Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

Yes

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

Yes

**The name of the campaign (1st campaign):**

Sustainability Week

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

In the Fall of 2014, following traditional Orientation for students, Tufts held several weeks of Extended Orientation to provide more opportunities for get to know the other members of their residential communities while preparing them with information to successfully transition to college living. As part of Extended Orientation, the Department of Peace and Justice Studies, Consortium of Studies in Race, Colonialism, & Diaspora, the Office of Sustainability and the Tufts Institute of the Environment in conjunction with several student groups including the Tufts Sustainability Collective, Eco-Reps, and Green House coordinated a week long series of events focused on the theme "Tying It All Together: How social justice, healthy living, and active citizenship impact each other and the environment and what you can do about it." The events included film screenings, a moderated panel, an artistic performance, a sustainability dinner, and a sustainability activities fair.

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

Not currently available.

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

<http://sustainability.tufts.edu/blog/2014/10/10/sustainability-week-at-tufts/>

**The name of the campaign (2nd campaign):**

MassRIDES Clean Air Challenge

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

In the Fall of 2014, the Office of Sustainability used research about transportation at Tufts from the Tufts Factbook and Transportation Working Group along with Community-Based Social Marketing techniques to lead a campaign encouraging the entire Tufts community to use alternative forms of transportation for 5 days. The campaign also encouraged faculty, staff, and students to take advantage of public transportation services offered by MassRIDES and the A Better City Transportation Management Association (ABCTMA). Posters highlighting the percentage of individuals that take public transit and benefits for using the services were created exclusively for faculty and staff on each campus and undergraduate students on the Medford Campus (For example, a poster created exclusively for the Boston Campus noted that 75% of Tufts employees take public transit to work. A poster created for the Medford Campus encouraged staff and students to utilize the free shuttle service offered by the university, The Joey). Posters intended for faculty and staff were distributed to all departments, while posters intended for students were distributed in the residence halls.

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

41 people logged sustainable trips using the MassRIDES online sustainable transportation benefits service, NuRide. 17 new people signed up for NuRide during the Clean Air Challenge.

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

<http://tuftsdaily.com/features/2014/10/05/tufts-goes-green-massrides-clean-air-challenge/>

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

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# Employee Educators Program

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## Responsible Party

**Tina Woolston**  
Director  
Office of Sustainability

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## 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*.

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

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

Yes

## Total number of employees:

4,525

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

Eco-Ambassadors

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

2,756

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

The Eco-Ambassador program is open to all Tufts employees (both staff and faculty).

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

In its original format (FY09-FY12), the Eco-Ambassador program was held throughout the academic year, with participants attending one meeting each month that covered a different sustainability-related topic. A “condensed” format of the program, where participants attend two 4-hour workshops, was launched in 2012. During the workshops, participants receive training on sustainability and a history of sustainability at Tufts, behavior change and community-based social marketing, climate change, energy, water, waste and recycling, transportation, and purchasing. Upon attending 8 full-year workshops or 2 condensed workshops, participants are considered full-fledged Eco-Ambassadors.

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

The Eco-Ambassadors program is organized and funded by the Office of Sustainability and overseen by the full-time Education and Outreach Coordinator. Eco-Ambassadors who complete the program are eligible to receive grants from the Office of Sustainability to implement "green" projects in their offices.

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

<http://sustainability.tufts.edu/programs/ecoambassadors/>

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

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

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

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

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

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

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

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**Number of employees served by all other programs:**

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

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

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

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

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# Employee Orientation

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## Responsible Party

**Robbyn Dewar**

Sr Manager, Benefit Services

Human Resources

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## 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).

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### Submission Note:

Depending on supplies they sometime receive the Eco-Map of campus as well. New employee orientation is managed by the HR department.

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

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

71

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

New staff get a "Guide to Living and Working Green at Tufts" booklet during new employee orientation. It contains information about recycling, saving water and energy in the office, smart shopping, transportation, and other sustainability resources at Tufts. In addition, we have recently reduced our paper orientation packet to only include critical paper items and the rest of the information has been added to the Benefits website in electronic format.

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

<http://sustainability.tufts.edu/?pid=18&c=26>

# Staff Professional Development

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## Responsible Party

**Betsy Byrum**

Education & Outreach Coordinator

Office of Sustainability

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## 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
- 

## Submission Note:

The above percentage denotes participants in the Tufts Eco-Ambassador program (43 employees completed the program between April 2013 and April 2014). This percentage does not include the many staff members who participate in the wide range of other sustainability trainings and professional development workshops detailed above that are offered across the university.

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

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

Yes

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

A number of sustainability trainings are available to employees. The Tufts Eco-Ambassador program is a series of workshops on sustainability topics that is open and available to all employees on all Tufts campuses. The trainings cover topics such as recycling, water, energy, transportation, events, purchasing, and behavior change. The Office of Sustainability also frequently speaks at and attends meetings and trainings across the university to educate and train staff on sustainability topics. The TuftsRecycles! program also provides trainings to employees about recycling at Tufts. Additional trainings available to employees such as the "Foundation of Administrative Support at Tufts" training have sustainability components as well.



In addition to the more formal workshops and trainings, the Office of Sustainability also provides additional educational and development opportunities for staff, including field trips and film screenings. A number of sustainability-related lunch and learns and speaker series are held regularly on campus for staff, as well as students and faculty members.

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

1.30

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

<http://sustainability.tufts.edu/programs/ecoambassadors/>

# 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.

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

# Community Partnerships

**Responsible Party**

**Antje Danielson**

Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program  
 Tufts Institute of the Environment

**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><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <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)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <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</li> </ul>

**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*.

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**Submission Note:**

For information about Tisch college, see  
<http://activecitizen.tufts.edu/>

For information about Groundwork Somerville, see  
<http://www.groundworksomerville.org/>

For information about UEP:  
<http://ase.tufts.edu/uep>

For information on WSSS:  
<http://tufts.edu/water>

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

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

Yes

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

Many of Tufts' partnerships with the local community are through the Jonathan M. Tisch College of Citizenship and Public Service, which strives to prepare young people to be lifelong active citizens and creates an enduring culture of active citizenship. Some of the [STARS Reporting Tool](#) | [AASHE](#)

resources that Tisch College provides include funding for sustainability-related community internships (at organizations such as Groundwork Somerville [<http://www.groundworksomerville.org/>]) and sustainability-related community research (

<http://activecitizen.tufts.edu/downloads/CompilationofCommunityEngagedResearch.pdf>

)

Tufts students also participate in a variety of other programs with Groundwork Somerville, such as in The Maple Syrup Project, where students teach elementary-age students environmental science and sustainability issues through tapping trees for syrup.

Tufts also maintains a community garden on the Tufts campus which is used mostly by community members.

Tufts students in the Urban and Environmental Policy and Planning program often partner with local communities during their 'Field Projects' class on issues related to sustainability, including projects for the Medford Climate Action Network and Groundwork Somerville in 2010.

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

Yes

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

Faculty members related to the Tufts Institute of the Environment collaborate with the Mystic River Watershed Association on research projects.

Tufts also collaborates with neighborhood organizations in the Cities of Somerville and Boston on urban farming projects.

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

Yes

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

The Water: Systems, Science & Society (WSSS) (

<http://tufts.edu/water>

) graduate program engages some of its students in a practicum project every year, where graduate students collaborate with local or distant communities to develop complex and long-term solutions to environmental/water-related issues. For example, for the last two years, WSSS students have worked in the Malden River area, one of the most overlooked community resources in the entire Boston area, to develop a long-term strategy to reimagine and recreate the Malden by turning it into an attractive urban recreation and conservation space.

For more details on the WSSS practicum program see

<http://tufts.edu/water/practicum.html>

For more details on the Malden project specifically, see:

<http://www.tufts.edu/water/pdf/MaldenPracticum2014.pdf>

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

The Water: Systems, Science & Society program (

<http://tufts.edu/water>

) has sent a practicum group to the Aida Refugee Camp on the Palestinian West Bank for the past three years. The program has built a lasting relationship with the Lajee Community Center in the camp and has partnered with local community members there to improve water infrastructure and develop environmental education projects. More info at:

<http://tufts.edu/water/practicum.html>

**The website URL where information about sustainability partnerships is available:**

<http://environment.tufts.edu/>

# Inter-Campus Collaboration

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## Responsible Party

**Tina Woolston**  
Director  
Office of Sustainability

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## 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.

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### Submission Note:

Tufts faculty present as keynote speakers and presenters at a variety of conferences on sustainably related topics, including energy and social justice.

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

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

Yes

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

The Office of Sustainability has created and maintains a website and a number of educational materials (all available online) for other universities and interested parties. In particular, the “Get Involved” section of the website (

<http://sustainability.tufts.edu/get-involved/>

) contains specific links and resources for parties “beyond Tufts.” A list of archived educational materials developed by the office can be found here:

<http://sustainability.tufts.edu/resources/educational-materials/>

Staff members at Tufts also regularly engage in both formal and informal information-sharing with colleagues at other colleges and universities, in addition to presenting at sustainability conferences around the country.

## 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:**

AASHE

NECSC (Northeast Campus Sustainability Coordinators)

USGBC

MSSCOR (Massachusetts School Sustainability Coordinators)

Northeast Sustainability Student Leaders symposium (started by Tufts) (

<http://sustainability.tufts.edu/programs/ecorepresentatives/ecorep-symposium/>

)  
Boston Mayor's Green Ribbon Commission's Higher Education Working Group (

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

)  
The Talloires Network (

<http://talloiresnetwork.tufts.edu/>

)  
Tufts is also affiliated with the Stockholm Environment Institute. See more at

<http://sei-international.org/index.php>

Tufts is also a member of a variety of social sustainability-related groups, such as those related to civic engagement, diversity, etc.

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

Tufts has a long history of collaboration with other institutes of higher education as well as other organizations. Tufts was one of the founding members of the NECSC (Northeast College Sustainability Coordinators). The Office of Sustainability and its predecessors (the Tufts Climate Initiative and Tufts CLEAN! amongst others) has hosted many conferences over the past 20 years, from the Massachusetts Climate Action Networks first conference to Sustainable Dining conferences to a regional Eco-Rep conference (hosted at Tufts in 2009 and 2014 - see

<http://sustainability.tufts.edu/programs/ecorepresentatives/ecorep-symposium/>

). The Director of the Office of Sustainability currently chairs a the Board of Curators for the recently re-branded eco-rep symposium (now called the Student Sustainability Leaders Symposium). In addition many publications related to sustainability on campuses have come out of Tufts, both from faculty as well as staff.

Staff and faculty members also regularly speak at events and conferences to share information with other colleges and universities. For example, Professors Ann Rappaport and Jonathan Kenny, along with student co-authors Axum Teferra, Ninya Loeppky, Marcy Ostberg, and Ryan Miamis, spoke at the 2012 “Sustaining Justice, Greening Peace” conference about the course “Telling the Climate Justice Story.” (

<http://www.peacejusticestudies.org/conference/2012/sessions.php?con=C.3>

)

At the 2013 AASHE Conference and Expo, Tufts' Communications Specialist appeared on a panel at the "Sharing your Sustainability Story: the Role of Communications" session with representatives from North Carolina State University, Middlebury College, Oberlin College, and Northwestern University. (

<http://conference.aashe.org/2013/conference-schedule/sessions/sharing-your-sustainability-story>

[-the-role-of-communications/](#)

)

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

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# Continuing Education

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## Responsible Party

**David Fechter**  
Program Director  
Experimental College

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## 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.

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## Submission Note:

The number of continuing education courses offered varies from year to year, and sustainability related classes are not necessarily offered every term.

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

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

Yes

## Number of continuing education courses offered that address sustainability:

3

## Total number of continuing education courses offered:

469

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

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

Climate Change: Kyoto, Qatar & Now What?

(4 two-hour sessions)

The international climate conference in Doha, Qatar will take place Nov. 26–Dec. 7, 2012. Join us as we review the results and determine how they might affect our changing climate. Will the decisions be strong enough to begin mitigating climate change and at the same time provide measures for adaptation, especially for our poorer nations? If Qatar doesn't answer our need to mitigate global warming, what are our alternatives to bring about needed change? Can we live with a "business as usual plan"? What needs to occur for the world to wake up to the danger we face both as individual nations and as a planet? This course has been designed with maximum participation in mind: readings will run to around 65 pages per week, and oral reports will be encouraged. The required text is *The Great Disruption: Why the Climate Crisis will Bring On the End of Shopping and the Birth of a New World*, by Paul Gilding (2011), plus pertinent handouts, to be provided by the group leader. The issue is real and its outcome uncertain. Public debate is imperative.

President Obama's Response to Climate Change

(2 two-hour sessions)

In 2012, the Obama administration delayed a permit for the Keystone pipeline, a \$7 billion conduit that would carry crude oil from Canada to the gulf ports of Texas. But it left the door open for a future decision that might allow the project to move forward. As we go to press with this catalog, debates rage on about whether the President can fulfill his promises to promote both energy independence and environmental protection. His decision is expected no earlier than July of 2013. What is the conflict between environmentalists and the fossil fuel industry? Is compromise possible? Will massive civil disobedience be the next step for environmentalists? What is the President doing to fulfill his campaign promises? Join us as we explore these questions and more, as our world approaches the tipping point of global warming. The required text is *The Future*, by Al Gore (2013), especially pp. 278-374.

Climate Change Policy and Sustainable Development

(8 two-hour sessions)

Discover "Sustainability Studies," an interdisciplinary field that examines the interrelated environmental, economic, technical, and social problems we face today. We'll provide an introductory survey of the concepts and tools that contribute to our understand of such problems as climate change, environmental degradation, and economic development. Specific topics to be explored include sustainable development; consumption of energy and natural resources; politics of environmental negotiations; and the state of global efforts, including the recent climate change conference in Qatar. In one of the final sessions, you'll participate in a negotiation simulation that's as much fun as it is educational—reinforcing the concepts you've learned while honing your negotiation skills. You'll also get to hear a guest speaker, who'll discuss empirical aspects of policy making. Sessions will center around group discussion of our readings (20-30 pages per week), which will be provided.

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

No

**A brief description of the certificate program:**

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**Year the certificate program was created:**

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

<http://www.ase.tufts.edu/li/>

# Community Service

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## Responsible Party

**Bettina Stevens**

Administrative Director

Jonathan M. Tisch College of Citizenship and Public Service

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## 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.

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

## Number of students engaged in community service:

6,511

## Total number of students :

10,393

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

Yes

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

322,596

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

Yes

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

This varies across the university schools. Cummings students are engaged in a number of community programs. Because of the flexibility of the selectives system, students can receive academic credit for their participation. In general, a student can receive ½ credit for each 40

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hours of participation. If students are formally enrolled in the selective and successfully complete the requirements, their participation will be noted on their transcript.

The School of Medicine, amplifying their commitment to active citizenship and community service as the signature values of their education, requires each student to complete a community service experience comprised of at least 50 hours as a condition of graduation.

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

No

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

The Jonathan M. Tisch College of Citizenship and Public Service maintains an outreach web portal that provides information about outreach and community opportunities available to Tufts staff and faculty (as well as students and community partners).

<http://outreach.tufts.edu/>

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

<http://activecitizen.tufts.edu/?pid=4&c=87>

# Community Stakeholder Engagement

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## Responsible Party

**Barbara Rubel**

Director, Community Relations  
Univ Rel - Community Relations

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## Criteria

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

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

And

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

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

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

---

## Submission Note:

For more than twenty years, Tufts has had a policy of meeting with residential abutters to the campus to discuss proposed campus projects from field improvements to new buildings. Neighbors offer their input and are kept aware of any changes near their homes. Abutters have come to expect this level of consultation with the university and have contributed good ideas and helped make better projects.

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

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

No

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

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

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**List of identified community stakeholders:**

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

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

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# Participation in Public Policy

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## Responsible Party

**Mary Jeka**

SVP Univ Rel and Gen Counsel

Univ Rel - Office of VP

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## Criteria

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

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

---

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

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

No

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

Tufts supports legislation that funds research, some of which may be used for sustainability related research.

Tufts faculty often serve as resources for federal and state decision makers. For example Professor Bill Moomaw and other faculty members frequently testify before congress and other state bodies about climate change.

Members of the Tufts community will comment on public policy--education, housing, environment, and the like--in major news publications and published research. Other faculty members participate in rule making bodies or advisory groups, such as the Boston Chamber of Commerce Energy Committee and the DEP stormwater regulations group. Numerous Tufts alums are in policy making roles at the DEP, EPA, and in the federal government.

The student group Students for a Just and Stable Future works with others from around the state (

<http://justandstable.org/>

) to lobby the Massachusetts government to switch to 100% clean energy, divest from fossil fuels and implement a UPass program for access to public transit.

The University does advocate on behalf of federal funding for the National Institute of Health, the National Science Foundation, and the Agricultural Research Service.

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

The University is interested in and supports organizations that advocate on behalf of higher education for federal legislation related to higher education including research and financial aid.

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

The University doesn't give political donations. It is prohibited by federal law.

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

<http://legal.tufts.edu/>

# Trademark Licensing

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## Responsible Party

**Tom McVarish**

Associate Director of Operations

Office for Technology Licensing and Industry Collaboration

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## Criteria

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

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### Submission Note:

Data collected from the WRC, FLA, and DSP websites and verified by Tom McVarish.

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

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

No

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

Yes

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

No

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

<http://www.fairlabor.org/affiliate/tufts-university>

## Responsible Party

**Tina Woolston**  
Director  
Office of Sustainability

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## 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.

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### Submission Note:

The Tufts Medical Center is a separate institution, however, since many people see it as part of Tufts, we have included information here about them. They are a member of the Healthier Hospitals Initiative, which itself is a member of the Global Green And Healthy Hospitals Network. Interested parties should contact them directly with questions.

<http://healthierhospitals.org/about-hhi/participating-hospitals/hospital/tufts-medical-center>

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

### Is the institution a member of the Global Green and Healthy Hospitals Network?:

Yes

### Is the institution a member of the Healthier Hospitals Initiative?:

Yes

### Is the institution a member of Practice Greenhealth?:

No

### A brief description of the hospital's sustainability initiatives:

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### The website URL where information about the hospital's sustainability initiatives is available:

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# 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.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

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## Responsible Party

**Betsy Isenstein**

Director of Facilities Technical Services  
Facilities Services

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## 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<sub>2</sub>e) per gross square foot (0.002 MtCO<sub>2</sub>e per gross square metre) of floor area.

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

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

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

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

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

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

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### **Submission Note:**

This information is from Tufts' 2014 submission.

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

GHG emissions inventory is a simple spreadsheet gathering and aggregating information from Tufts' three campuses. Where possible, data is in fiscal year format to align with Tufts' fiscal year (which runs from July 1 to June 30). Each campus has a Data Worksheet, a BTU worksheet and an emissions worksheet.

Emissions coefficients are from:

<http://www.eia.gov/oiaf/1605/coefficients.html>

BTU conversions are from:

[http://www.energystar.gov/ia/business/tools\\_resources/target\\_finder/help/Energy\\_Units\\_Conversion\\_Table.htm](http://www.energystar.gov/ia/business/tools_resources/target_finder/help/Energy_Units_Conversion_Table.htm)



Degree days

Get FY HDD and CDD. There are several sources - here is an easy one:

<http://www.ncdc.noaa.gov/oa/documentlibrary/hcs/hcs.html>

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

No

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

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**Scope 1 and Scope 2 GHG emissions::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	15,558 <i>Metric Tons of CO2 Equivalent</i>	17,906 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	501 <i>Metric Tons of CO2 Equivalent</i>	452 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	20,638 <i>Metric Tons of CO2 Equivalent</i>	38,580 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	9,053 <i>Metric Tons of CO2 Equivalent</i>	13,575 <i>Metric Tons of CO2 Equivalent</i>

**Figures needed to determine total carbon offsets::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>851 Metric Tons of CO2 Equivalent</i>

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

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

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**A brief description of the composting and carbon storage program:**

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

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**Figures needed to determine “Weighted Campus Users”::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	3,520	3,491
<b>Number of residential employees</b>	9	9
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	10,300	9,113
<b>Full-time equivalent of employees</b>	3,423	3,481

<b>Full-time equivalent of distance education students</b>	6.50	0
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**Start and end dates of the performance year and baseline year (or three-year periods):**

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2004	June 30, 2013

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

Tufts developed a methodology for conducting a greenhouse gas emissions inventory for colleges and universities in 2002. Excerpted from a white paper on the topic:

There are many reasons to embark upon the GHG inventory effort. Most obviously, it is a tool to assist in the systematic identification and recording of known and unknown sources of GHG emissions at an institution. An indirect benefit of conducting an inventory is the knowledge gained of the structure and operation of the institution, not only for GHG emissions, but other emissions and environmental stressors.

Second, the inventory will provide a benchmark against which improvements can be quantified. Essential to justifying the commitment of resources (i.e. spending money) is an estimation of the quantities of emission reduced related to a specific effort - how much will the effort reduce emissions in units of carbon equivalents and what will it cost? Quantifying the effectiveness of actions that reduce energy and material use and that lead to reductions of emissions will assist in the justification of resources.

Third, the inventory will be a reference to communicate the most important, as well as the not so obvious, emission releases. Information gathered in the inventory will be used to generate charts and graphs that summarize the importance and status of the emissions reduction effort at your institution. Further, the inventory will assist in the identification of the aggregate impact of the many actions, small and large, that emit greenhouse gases. While the environmental impact of one light bulb, one meal or one photocopy is difficult to value, the cumulative effect of everyday actions creates a substantial ecological footprint. For example, in 1990 Tufts University, an academic institution of 8000 graduate and undergraduate students, served 5 million meals; made 14 million photocopies; used 65 tons of paper towels, consumed 110 million gallons of water and 23 million (kWh) of electricity; generated over 2000 tons of solid waste; and released more than 15,000 metric tones carbon equivalents (MTCE) of GHGs (Creighton 1996) (Gloria 2001). Each source of emission, identified collectively, communicates the importance of an institution's commitment to reduce its contribution to global climate change.

More at:

<http://sustainability.tufts.edu/tufts-greenhouse-gas-emissions-inventory/>

**Gross floor area of building space, performance year:**

4,923,153 *Square Feet*

**Floor area of energy intensive building space, performance year:**

	<b>Floor Area</b>
<b>Laboratory space</b>	839,385 <i>Square Feet</i>
<b>Healthcare space</b>	370,035 <i>Square Feet</i>
<b>Other energy intensive space</b>	178,506 <i>Square Feet</i>

**Scope 3 GHG emissions, performance year::**

	<b>Emissions</b>
<b>Business travel</b>	---
<b>Commuting</b>	2,387 <i>Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	---
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	---
<b>Waste generated in operations</b>	---
<b>Other categories (please specify below)</b>	---

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

---

**A copy of the most recent GHG emissions inventory:**

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**The website URL where the GHG emissions inventory is posted:**

<http://sustainability.tufts.edu/tufts-greenhouse-gas-emissions-inventory/>

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

## previous three years:

<http://sustainability.tufts.edu/about-the-office-of-sustainability/sustainability-council-report-released/>

t-released/

### Energy and Emissions Initiatives:

#### Energy Sourcing

electric supplier with a clean portfolio of power generation, consisting of generation from hydropower, natural gas, and wind.

About 30 percent of the Boston campus' purchased steam is cogenerated with zero emissions attributable to Tufts.

Oil-to-natural gas conversions at all major heating plants and most minor plants.

#### Energy Conservation

.Medford campus generator readiness testing reduced to one hour per month.

.ENERGY STAR refrigerators purchased for residence halls.

.Boiler upgrades:

Routinely using highly efficient condensing boiler technology when steam is not required in retrofit and new construction.

.Upgraded boiler controls for improved boiler control and more efficient operation.

.Retrocommissioning of major facilities

.HVAC (Heating, Ventilation and Air Conditioning) chiller retrofit project

reused an existing 17-year-old chiller by retrofitting it with a newer, more environmentally friendly refrigerant and three highly efficient, frictionless, oil-free, magnetic-bearing compressors.

Annual residence hall winter break shutdown is a team effort

among Facilities Services, Residential Life, Public Safety, and the Office of Sustainability. All unsupervised residence hall rooms are checked to be sure that lights are off, heat is turned down, appliances are off, and windows are closed for the month-long winter break.

.Variable frequency drives are installed at every feasible opportunity.

Complete listing in Appendix E at the above link.

.Demand control ventilation (CO

control), outdoor air reset, and other

energy-savings controls are applied wherever possible using the building automation system.

.Aircuity system (demand control ventilation) was installed in Arnold

Laboratory renovations, floors five and six. The system allows for reduction of general exhaust air changes during normal operations but continually samples air quality and ramps up air changes in the event of a chemical spill.

## APPENDICES

### .Capital (new) projects:

.520 Boston Avenue renovation included insulated walls, occupancy-based lighting, heating and cooling controls, replacement of inefficient air-handling equipment with one high-performance rooftop air-handling unit, new low-e1 windows, daylight harvesting, and careful attention to sustainable material choices. Rain barrels installed to landscape irrigation.

Plantings selected for ease of maintenance and drought tolerance. Bicycle rack installed.

.Steve Tisch Sports and Fitness Center includes a high-efficiency oil-free variable speed chiller, high-efficiency energy-recovery enthalpy wheel for areas requiring 100 percent outside air, an efficient fan wall system with variable frequency drives, a high-efficiency summer boiler, and a Kone EcoSpace machine room-less elevator (no oil used and one-third the energy of a hydraulic elevator). Electrical efficiency includes daylight harvesting at south-facing windows, efficient lighting with dark-sky compliant LED2 site lighting, and ENERGY STAR-rated LEDs where appropriate. Occupancy sensors throughout. Dual-flush toilets, drought-resistant landscaping, on-site stormwater mitigation, and hydration stations to refill water bottles. Recycled rubber flooring used in first-floor corridors, and construction waste recycled to date is 83 percent.

.Biology labs at 200 Boston Avenue include cutting-edge laboratory energy-efficiency approaches, with chilled beams, radiant heating, demand control ventilation (Aircuity), energy recovery, and high-efficiency chillers.

### .Deferred maintenance:

.Dewick Dining—HVAC equipment replacement designed with highest-efficiency equipment.

.Cohen Auditorium—HVAC and lighting replacements designed with highest-efficiency equipment.

.Considerable focus on building-envelope improvements, including new or refurbished windows and roof replacements. Infrared photography before and after has become standard.

### .Windows replaced at:

.Biomedical Research and Public Health (BPRH) building,  
Boston work is ongoing

.Dental Building, Boston

.Tufts Administration Building, Somerville

.80 George Street, Medford

.Miller Hall, Medford

### .Windows refurbished on the Medford campus at:

.Paige and Minor Halls

1 Low-e (low thermal emissivity) windows reduce the amount of heat from the sun entering the building

2 LED (Light-emitting diode)

## APPENDICES

.Lighting:

.Braker Hall

.East Hall

.West Hall

.Goddard Chapel

.Eaton Hall

.Barnum Hall

.Medford summer 2010 wood-frame renovations included insulation and low-e windows.

.Cousens Gym roof replacement included insulation and is well positioned for a future solar project.

.Lighting efficiency improvements and occupancy-based lighting controls are virtually everywhere.

.Projects recently completed:

.LED site lighting being tested on the Medford/Somerville campus.

.A19 LED lamps, which replace traditional lightbulbs, were provided to all incoming students in the fall of 2013. Lamps provided by NStar and National Grid at a deep discount.

.Installation of more than 1,500 LED lamps on all campuses. LED lamps funded by Mass Save at no cost to Tufts.

.Public Safety, Medford—old technology T8s converted to new technology T8s.

.Jackson Gym and Dance Studio, Medford—HID3-to-fluorescent conversion.

.Aidekman Art Gallery, Medford—incandescent to LED upgrade, controls upgrade.

.Grafton—Administration Building, Loew Center, Faculty Office Building, Buildings 20 and 21, Peabody Pavilion, McGrath Teaching Lab, and the Hospital for Large Animals and Foster Hospital for Small Animals.

.Medford:

.Classrooms in Eaton Hall.

.TAB lighting controls.

.Brown and Brew LEDs, Tufts Institute for the Environment, 527 and 550 Boston Avenue, Anderson Hall, Robinson Hall, Central Heating Plant, Cousens boiler plant, 175 College Avenue and Blakeley Hall common areas.

.Dowling parking garage LED retrofit, first of its kind in Massachusetts.

3 HID (high-intensity discharge)

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.Projects currently under study:

.Medford

## APPENDICES

.Dowling Hall, Michael Pearson, stairwell and corridor lighting, Remis Sculpture Court, Carmichael Dining—incandescent to LED upgrade, LEDs in site lighting.

.Boston

.Jaharis—additional lighting controls.

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

.Biomedical Research and Public Health building—various locations.

#### Vehicles

.Facilities Services on Medford campus uses a first-generation Toyota Prius and B5 ultralow sulfur diesel (5 percent biodiesel) in diesel vehicles.

.Grafton Facilities Services uses an electric vehicle when weather permits.

.Boston Facilities Services uses biodiesel for the Green Machine Sweeper.

#### Renewables

.Sophia Gordon Hall has a roof-mounted 23.8-kW photovoltaic system and a roof-mounted solar thermal system to supplement the gas-fired domestic hot water system.

.Fairmount House has two 250-watt photovoltaic panels on the roof generating about 700 kWh of electricity annually (since 1999).

.Schmalz House has two solar thermal panels for supplemental domestic hot water and a small photovoltaic panel to run the system pump (since 1999).

.Lane Hall ground-source heat pump installed as a pilot project and provides conditioned air to a basement classroom.

#### .Studies:

.Data Center Efficiency Study considered hot aisle containment, evaporative fluid cooler for heat rejection, high-efficiency lighting and controls, electronically commutated motor (ECM) motors, and heat rejection to the building heat pump system.

.University-wide photovoltaic review in process with competitively selected solar developer. Under consideration:

.Grafton—engineering in process for two ground-mounted photovoltaic systems. Total generation expected to be 3 megawatts in two locations.

.Medford—selected roofs will be considered based on size, orientation, exposure, roof age, and condition.

.Boston—high-rise roofs less feasible because of higher installation costs and complexities of the downtown electric system.

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#### APPENDICES

howing a six-year payback with utility incentive (2011).

inary calculations

#### Cummings

School of Veterinary Medicine Wind Turbine Feasibility Study funded through a grant from the Massachusetts Renewable Energy Trust (2010).

.Cousens South-Facing Roof Solar Feasibility Study (2010).

.Grafton Campus Renewable Energy Feasibility Study (2006).

#### Demand Response

.Jaharis and the Biomedical Research and Public Health building (BRPH) generators are enrolled in the New England Independent System Operator's (ISO-NE) demand response program. Demand response allows the ISO to use our generators and others to stabilize the electric grid during times of grid stress and helps reduce the need to bring older, dirtier plants on-line or build additional power plants.



## Recognition

.Medford Green Business Award 2012.

.Northeast Energy Efficiency Partnerships 2010 Business Leader for Energy Efficiency for continued efforts to advance energy efficiency resulting in savings of over six million kWh per year.

.The Grafton Building 20 Energy Conservation Project received the “Best Energy Project in Higher Education” award from the New England Association of Energy Engineers (2009).

.National Grid recognized Tufts with its “Excellence in Energy Efficiency” award as it celebrated 20 years of energy efficiency programs (2008).

.Sophia Gordon Hall—gold

.School of Dental Medicine, vertical expansion—silver

.School of Dental Medicine, level 2 renovation—gold

.School of Medicine, Sackler Building—silver anticipated

nue—gold anticipated

nue—gold anticipated

# Outdoor Air Quality

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## Responsible Party

**Peter Kelly-Joseph**

Environmental Manager  
Environmental Health & Safety

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## 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<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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## Submission Note:

Air emissions estimates from source registration and restricted emissions status permits.

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

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

Yes

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

Tufts is required to submit a MassDEP Rideshare Report which is a plan to reduce commuter drive-alone trips by 25%.

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

Yes

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

Tufts maintains MassDEP minor source air permits on each campus. These permits require annual compliance reporting called source registration. The source registration report reports fuel usage on each campus and converts fuel usage to emissions factors.

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NO<sub>x</sub>)</b>	<i>80 Tons</i>
<b>Sulfur oxides (SO<sub>x</sub>)</b>	<i>80 Tons</i>
<b>Carbon monoxide (CO)</b>	<i>5 Tons</i>
<b>Particulate matter (PM)</b>	<i>5 Tons</i>
<b>Ozone (O<sub>3</sub>)</b>	<i>5 Tons</i>
<b>Lead (Pb)</b>	<i>5 Tons</i>
<b>Hazardous air pollutants (HAPs)</b>	<i>15 Tons</i>
<b>Ozone-depleting compounds (ODCs)</b>	<i>0 Tons</i>
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	<i>0 Tons</i>

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

Tufts is planning a new central energy plant to replace a plant built in 1955. The new plant is expected to lower Tufts air pollution. Tufts has reduced the use of fuel oil by switching to natural gas where possible. 40,000 gallons of oil capacity have been permanently removed.

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

<http://publicsafety.tufts.edu/ehs/environmental-management/air-emissions/>

# 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.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

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## Responsible Party

**Betsy Isenstein**

Director of Facilities Technical Services

Facilities Services

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## 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.

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## Submission Note:

This information is from Tufts' 2014 submission.

"---" 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
<b>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	No

<b>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</b>	No
<b>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

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

4,923,153 *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::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	---
<b>3rd Highest Level (e.g. LEED Silver)</b>	---
<b>2nd Highest Level (e.g. LEED Gold)</b>	---
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	---

**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::**

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

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

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

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

*0 Square Feet*

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

*0 Square Feet*

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

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**The date the guidelines or policies were formally adopted:**

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

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

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

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# Building Design and Construction

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## Responsible Party

**Betsy Isenstein**

Director of Facilities Technical Services  
Facilities Services

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## 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.

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### Submission Note:

60,220.0 SF = floor area of building space that was designed and constructed in accordance with green building policies or guidelines, but NOT certified.

Steve Tisch Sports and Fitness Center, built in 2012. LEED checklist maintained throughout Facilities Services, 520 Boston Avenue, renovated in 2011, energy efficiency and reuse of existing materials featured.

The design team was instructed to maintain a LEED checklist throughout design and construction.

This information is from Tufts' 2014 submission.

"---" 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
<b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	No
<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

Sophia Gordon Residence Hall, LEED BD+C: New Construction v2.1  
 TUSDM Vertical Expansion, LEED BD+C: New Construction v2.2  
 TUSDM Level 2 Renovation, LEED ID+C: Commercial Interiors v2009  
 Biology Department Collaborative Cluster, LEED ID+C: Commercial Interiors v2009  
 Tufts University Sackler Center, LEED ID+C: Commercial Interiors v2.0

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

639,688 *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
<b>Minimum Level (e.g. LEED Certified)</b>	99,000 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	105,000 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	103,803 <i>Square Feet</i>

<b>Highest Achievable Level (e.g. LEED Platinum)</b>	<i>0 Square Feet</i>
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**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::**

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

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

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

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

*0 Square Feet*

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

*0 Square Feet*

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

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**A copy of the guidelines or policies :**

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**The date the guidelines or policies were adopted:**

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

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

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

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## Responsible Party

**Peter Nowak**  
Industrial Hygiene  
Environmental Health and Safety

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## 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.

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### Submission Note:

Tufts also provides articles that specifically address IAQ in many of their publications for employees, and IAQ is covered at New Hire Orientation.

"---" 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:

4,923,153 Square Feet

## Gross floor area of building space:

4,923,153 Square Feet

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

Tufts University does not have a written plan specific to Indoor Air Quality (IAQ) issues, but has had IAQ procedures in place for at least the last 15 years. Air quality is monitored by the Environmental Health and Safety department. The EH&S website has a URL that allows members of the Tufts community to contact them to register concerns.(

<http://publicsafety.tufts.edu/ehs/indoor-air-quality/>

) When EH&S receives a concern or complaint, they respond within 24 hours. They then work with other departments such as Facilities to correct the problem. In extreme circumstances, EH&S brings in consultants to assist with complicated air quality problems, although this is very rare.

Tufts also follows both the Massachusetts Building Code requirements (found at

[http://www.mass.gov/Elwd/docs/dos/iaq/iaq\\_392\\_mechanical\\_vent.pdf](http://www.mass.gov/Elwd/docs/dos/iaq/iaq_392_mechanical_vent.pdf)

), as well as ASHRAE Standards for ventilation (found at

[http://www.ebtron.com/pdf/general/ASHRAE62\\_Synopsis\\_021003.pdf](http://www.ebtron.com/pdf/general/ASHRAE62_Synopsis_021003.pdf)

).

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

<http://publicsafety.tufts.edu/ehs/indoor-air-quality/>

## 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.

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining

# Food and Beverage Purchasing

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## Responsible Party

**Patricia Klos**

Director of Dining and Business Services  
Dining Services

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## 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).

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## Submission Note:



Additional information about Tufts' sustainable food and beverage purchasing efforts can be found at the following websites:

<http://dining.tufts.edu/sustainability/supporting-organic/>

<http://dining.tufts.edu/sustainability/fair-trade/>

<http://dining.tufts.edu/sustainability/think-global-buy-local/>

"---" 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:**

12.10

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

[Copy of Tufts Local Jan2014-Dec 2014 Costa.xlsx](#)

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

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**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:**

0

**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:**

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

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

Sustainability has been a priority at Tufts Dining for 20 years. In 1995 with the renovation of our largest dining center, Dewick-MacPhie, it was established that both dining centers would feature organic whole grains and legumes exclusively on the vegetarian stations. Other  
[STARS Reporting Tool](#) | [AASHE](#)

organic items that fit into the budget were sourced as well, including tofu, granola, and peanut butter.

The commitment to purchase locally grown food during fall semester began in 2002. Today, we purchase as much locally grown produce as is available from our produce distributor, Costa Fruit and Produce. We are limited by the short New England growing season, but maximize what we purchase by creating seasonal menus which highlight the produce which is grown locally. Tufts also sources organically grown produce during September and October from the Tufts New Entry Sustainable Farming Project. The NESFP, a non-profit organization affiliated with Tufts’ Friedman School of Nutrition, is devoted to providing the next generation of farmers with the skills to find land, reach consumers, and get the training to succeed.

With regards to seafood, we utilize a variety of resources, including the New England Aquarium and Monterey Bay Aquarium Seafood Watch “Best Choices” guide to us in our seafood purchases. We are mindful of our purchases, preferring to purchase fish from local waters that are deemed as acceptable based on government information and seafood guides. Our “white” fish of choice currently is Hake and farm raised tilapia from Ecuador.

Tufts Dining purchases its milk from Garelick Farms (Dean Foods), which sources it locally from dairy farms in Vermont, New Hampshire, and New York.

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

Tufts Dining receives annual reports from its purveyors which tracks sustainable food and beverage based upon our definitions.

**Total annual food and beverage expenditures:**

6,243,717.66 US/Canadian \$

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

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

**Has the institution achieved the following?:**

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

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

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

<http://dining.tufts.edu/sustainability/cage-free-eggs-sustainable-fish/>

# Low Impact Dining

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## Responsible Party

**Patricia Klos**

Director of Dining and Business Services  
Dining Services

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## 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.

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### Submission Note:

Tufts Dining offers a variety of vegan dining options in both of its residential dining centers. A separate service area is devoted to vegetarians, and there is always a minimum of one complete-protein entrée in addition to a vegan organic legume and organic vegan whole grain.

Tufts Dining distinguishes vegan food through labeling at the point-of-service. Tufts posts food fact cards for all foods at the point of service. Vegan foods are labeled VG; whereas vegetarian foods utilize VM to designate that the item includes dairy/and or eggs. In addition to the food fact cards, Tufts posts the menu at each station, and the vegetarian station utilizes the VG and VM designation to better identify between vegan and vegetarian offerings.

The Tufts community is welcome to eat in any of the dining facilities on campus, many which have complete protein vegan options available.

Additional information about the vegan dining program can be found here:

<http://dining.tufts.edu/wp-content/uploads/VegetarianTuftsWeb2011.pdf>

<http://dining.tufts.edu/sustainability/vegetarian-options-abound/>

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

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

23.95

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

We assign a Cost Category for all food items we purchase, and therefore are able to obtain reports on the amount of purchases by product type. We have categories for animal products such as beef/lamb/veal, poultry, dairy, and fish/seafood.

**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"):**

All of our residential dining facilities feature complete-protein vegan options on their menus, with many of our retail locations featuring them as well. The most abundant vegan offerings can be found in our two residential dining centers. Each residential dining center has its own vegetarian station where vegan and vegetarian items are featured for lunch and dinner. Each vegetarian station offers 3 entrees with a minimum of one being vegan. Typically, two of the three choices are vegan. In addition to the entrees, on the lunch menu there is always a vegan veggie burger offered along with an organic whole grain and organic legume and vegetables. This pattern is repeated at dinner with the exception of the vegan veggie burger. A vegan pizza is always available at lunch and at dinner at our pizza station, and our bountiful salad bars include an array of vegetables, greens and include regular as well as an Asian flavored tofu. We also feature alternative dairy milks that are vegan including rice, almond, and chocolate and vanilla soy milk. Two vegan desserts are featured on our menus including a vegan chocolate brownie or a vegan craisin nut bar.

Eating lower on the food chain is encouraged, and is promoted annually during our Harvest Food Festival Week in September, the Sustainability Dinner featured in November, and at our Earth Day Dinner.

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

In addition to increasing the percentage of vegan entrées served in our dining facilities, we have been mindful of the portion sizes for meat, poultry and fish, limiting them to 4 ounces. We also have tried to incorporate vegetables whenever possible to minimize the amount of meat that is utilized in our entrees. Over the past year, we have removed meat and poultry from our salad bars.

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

[http://dining.tufts.edu/?q=vegan&srchopt=here&proxystylesheet=tufts\\_haul&as\\_sitesearch=www.tufts.edu&site=tufts01&client=tufts01&output=xml\\_no\\_dtd&type=+&search=+&s=vegan](http://dining.tufts.edu/?q=vegan&srchopt=here&proxystylesheet=tufts_haul&as_sitesearch=www.tufts.edu&site=tufts01&client=tufts01&output=xml_no_dtd&type=+&search=+&s=vegan)

**Annual dining services expenditures on food:**

6,243,717.66 *US/Canadian \$*

**Annual dining services expenditures on conventionally produced animal products:**

1,495,572.05 *US/Canadian \$*

**Annual dining services expenditures on sustainably produced animal products:**

251,284.38 *US/Canadian \$*

# Energy

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

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

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

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## Responsible Party

**Betsy Isenstein**

Director of Facilities Technical Services  
Facilities Services

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## 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.

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### Submission Note:

Performance Year = Fiscal Year 2013

Gross Square feet includes Walnut Hill Properties (not owned by Tufts) and the 4th floor of 200 Boston Avenue.

Building efficiency efforts have been going on since 1990, so this metric only captures a portion of the reduction in energy consumption per gross sq. ft.

Dining services at Tufts specifically buys the most energy efficient equipment available in the market and periodically audits their operating processes to identify opportunities to reduce energy and water consumption.

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	716,798 <i>MMBtu</i>	602,104 <i>MMBtu</i>

### Purchased electricity and steam:

	Performance Year	Baseline Year
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<b>Grid-purchased electricity</b>	268,685 <i>MMBtu</i>	266,020 <i>MMBtu</i>
<b>District steam/hot water</b>	153,056 <i>MMBtu</i>	106,176 <i>MMBtu</i>

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	4,720,520 <i>Gross Square Feet</i>	4,028,442 <i>Gross Square Feet</i>

**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	416,492 <i>Square Feet</i>
<b>Healthcare space</b>	370,035 <i>Square Feet</i>
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	5,362
<b>Cooling degree days</b>	920

**Source-site ratios::**

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

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

	<b>Start Date</b>	<b>End Date</b>

<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2004	June 30, 2005

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

Baseline year is 2005.

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

A computerized energy management system regulates temperatures based on occupied hours and/or in conjunction with occupancy sensors in all major Tufts University facilities. 7-day programmable thermostats are used in other facilities.

Tufts' temperature policy can be found at:

<http://sustainability.tufts.edu/tufts-university-temperature-policy/>

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

The main parking garage located at 419 Boston Avenue was the retrofitted with LED lighting in 2008. It was the first of its kind in Massachusetts. The first generation LEDs began to toward the their fourth year. The installation was replaced with new, more efficient LEDs in 2013.

The Art Gallery at the Aidekman Art Center utilizes LEC track lighting to light their exhibits.

One A19 LED lamps were given to each Tufts student at the start of the 2012 academic year.

Incoming freshman were offered A19 LED lamps at the start of the 2013 academic year.

Countless screw- in lamps have been replaced with LEDs.

The Brown and Brew, a campus coffee shop, was retrofitted with LED lighting in 2009.

LED lights were used as in long run hour locations in the renovation of the Facilities Services building (2011) and the new Tisch Sports and Fitness Center.

LED lights are now routinely installed where appropriate in new construction and renovations.

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

Dual technology occupancy sensors are installed in most academic and administrative buildings to turn off lighting when spaces are unoccupied. Sensors are generally installed in all areas except stairwells, hallways and mechanical rooms and certain laboratories. Occupancy sensors are used in common spaces in residence halls.

Daylight harvesting strategies are used as well.

Where possible, occupancy sensors are also used to set up or set back heating, ventilating and cooling when office or conference spaces are unoccupied during the work day.

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

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

Tufts employs one ground source heat pump to condition a class room in Lane Hall.

<http://now.tufts.edu/articles/ground-geothermal-heating-cooling>

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

Tufts does not currently employ any cogeneration technologies, but is carefully studying the application of cogeneration in two locations.

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

- o Tisch Library VAV box retro-commissioning as preparation for Tisch air handler replacements. Various low/no cost repairs and adjustments made to dampers, valves, controllers, coils, sensors and thermostats.
- o LAH/SAH retro-commissioning
- o 4 Colby retro-commissioning led to several energy improvements
  - Returned previously unused heat recovery equipment to operation
  - Installation of condensing boilers
  - HVAC chiller retrofit project reused an existing 17-year-old chiller by retrofitted it with a newer environmentally friendlier refrigerant and three highly efficient, frictionless, oil-free, magnetic bearing compressors

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

All major buildings are equipped with automated building controls that tie back to a central building automation system (BAS). The BAS allows the use of all types of energy savings strategies including demand control ventilation (CO2 control), outdoor air reset, chiller and boiler optimization, static pressure reset, and lighting control both by schedule and day light sensor.

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

Energy Star refrigerators purchased for residence halls

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

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

After using vending misers in the past, Tufts has recently (as of 2009) replaced their old machines with new ENERGY STAR qualified machines which use 50 percent less energy than conventional units, saving on average \$150 per machine per year. ENERGY STAR machines achieve these savings-about 1,700 kWh/year-by installing more efficient compressors, fan motors, and lighting systems as well as software that kicks the machines into low-power mode much like the Vending Misers.

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

Boiler upgrades:

- o Routinely using highly efficient condensing boiler technology when steam is not required
  - As a replacement for existing conventional efficiency boilers
    - Jean Mayer Administration Building, Grafton
    - Hospital for Large Animals and Foster Hospital for Small Animals summer boiler, Grafton
    - Science and Technology Center at 4 Colby Street, Medford
    - Mayer Campus Center, Medford
    - Gifford House, Medford
  - In new construction
    - Sophia Gordon Hall (supplies Granoff Music Center as well), Somerville
    - 80 George Street, Medford
    - 58 Winthrop Street, Medford
    - Varis Campus Center, Grafton
    - Isolation Building, Grafton
    - Tisch Fitness Center, Medford (under construction)
- o Boiler controls upgrades for improved boiler control and more efficient operation
  - Grafton – Building 20, Hospital for Large Animals and Foster Hospital for Small Animals
  - Medford – Central Heating Plant
  - Planned for Medford: Tilton, Cousens and Jackson boiler plants

Retrocommissioning:

- o The Residence Hall Winter Break Shut-Down (8th annual) is a team effort among Facilities Services, Residential Life, Public Safety and the Office of Sustainability. All unsupervised residence hall rooms are checked to be sure that lights are off, heat is turned down, appliances are off and windows are closed for the month-long winter break
- o Variable frequency drives are installed at every feasible opportunity
- o Demand control ventilation (CO2 control), outdoor air reset and other energy savings control strategies are applied wherever possible using the Building Automation System
- o Aircuity (demand control ventilation) is installed in Arnold Laboratory renovations, floors 5 and 6. The system allows reduction of general exhaust air changes during normal operations, but continuously samples air quality and ramps up air changes in the event of a chemical spill.

o Capital projects

- 520 Boston Avenue renovation included insulated walls, occupancy based lighting, heating and cooling controls, removal of old inefficient air handling equipment replaced by one high performance roof top air handling unit, new low-e windows, daylight harvesting and careful attention to sustainable material choices. Rain barrels installed to landscape irrigation. Plantings selected for ease of maintenance and drought tolerance. Bicycle rack installed.
- Steve Tisch Sports and Fitness Center includes a high efficiency oil-free variable speed chiller, high efficiency energy recovery enthalpy wheel for areas requiring 100% outside air, an efficient fan wall system with variable frequency drives, a high efficiency summer boiler and a Kone EcoSpace machine-room-less elevator (no oil used and 1/3 the energy of a hydraulic elevator). Electrical efficiency includes day light harvesting at south facing windows, efficient lighting with dark sky compliant LED site lighting and Energy Star rated LEDs where appropriate. Occupancy sensors throughout. Dual flush toilets, drought-resistant landscaping, on-site storm water mitigation and hydration stations to refill water bottles. Recycled rubber flooring used in first floor corridors and construction waste recycled to date is 83%.
- Biology Labs at 200 Boston Avenue includes cutting edge laboratory energy efficiency approaches with chilled beams, radiant heating, demand control ventilation (Aircuity), energy recovery and high efficiency chillers

o Deferred maintenance

- Dewick Dining – HVAC equipment replacement designed with highest efficiency equipment
- Cohen Auditorium – HVAC and lighting replacements designed with highest efficiency equipment
- Considerable focus on building envelope improvements including new or refurbished windows and roof replacements. Infrared photography before and after has become standard.
- Windows replaced at:
  - BRPH, Boston – work is on-going
  - Dental Building, Boston
  - Tufts Administration Building, Somerville
  - 80 George Street, Medford
  - Miller Hall, Medford
- Windows refurbished on the Medford campus at:
  - Paige and Minor
  - Braker
  - East
  - West

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

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## Responsible Party

**Betsy Isenstein**

Director of Facilities Technical Services

Facilities Services

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## 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.

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**Submission Note:**

This information is from Tufts' 2014 submission.

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

**Clean and renewable energy from the following sources::**

	Performance Year
<b>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</b>	87.70 MMBtu
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 MMBtu
<b>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</b>	0 MMBtu
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	3,111.74 MMBtu

**Total energy consumption, performance year:**

340,150 *MMBtu*

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

23.8 kW photovoltaic system on Sophia Gordon Hall

2 250 Watt photovoltaic panels on Fairmont House

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

Sophia Gordon Hall hosts a roof mounted solar thermal system to supplement the gas fired domestic hot water system used in the residence hall.

Schmalz House has two solar thermal panels for supplemental domestic hot water and a small photovoltaic panel to run the system pump.

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

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

Purchased RECs from 3 Degrees on 8/17/2009 within

Performance Year = FY2010 (July 1, 2009-June 30, 2010) for LEED projects.

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

<http://sustainability.tufts.edu/photo-voltaic-system/>



# 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.

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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## Responsible Party

**John Vik**  
Grounds Supervisor  
Facilities

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## 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"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>

<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"> <li>• Integrated pest management (see above)</li> <li>• 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</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• 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</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

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

**Submission Note:**

This information is from Tufts' 2014 submission.

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

	<b>Area</b>
<b>Total campus area</b>	<i>754 Acres</i>
<b>Footprint of the institution's buildings</b>	<i>90 Acres</i>
<b>Area of undeveloped land, excluding any protected areas</b>	<i>13 Acres</i>

**Area of managed grounds that is::**

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	<i>60 Acres</i>
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	<i>50 Acres</i>
<b>Managed organically, third party certified and/or protected</b>	<i>285 Acres</i>

**A copy of the IPM plan:**

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**The IPM plan :**

Tufts facilities monitors, identifies, and uses spot treating along with sound horticultural practices. There is regular seeding and fertilization using slow release fertilizers, monitoring of pest thresholds and only using chemicals when pests reach established thresholds and conducted by liscensed contractors.

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

Using different seed mixes for campus grounds sportsfields and drought conditions, attaining good soil profiles by using loam, compost and biochar to promote long term soil fertility, proper mowing and mulching, and use of slow release fertilizers.

**A brief description of how the institution protects and uses existing vegetation, uses native and ecologically**

**appropriate plants, and controls and manages invasive species:**

Almost all of the new planting specs include a measure of native and drought tolerant plants. Invasive species are pulled by hand, and, if that is not feasible, sprayed with round up or simply contained by boundaries and cut down in the winter.

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

All yard waste is picked up by local contractor and composted.

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

Pastures and hayfields are fertilized with manure and yard waste generated by the vet school and maintenance operations, Adequate soil profiles are attained by using screened loam, compost and biochar to enhance long term soil fertility.

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

Non dyed mulch, slow release fertilizers, tough, drought resistant plants, three different seed mixes for grounds, sportsturf and drought areas.

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

Swales, dry wells, proper aerating, the use of rain garden, some permeable asphalt, detention ponds.

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

Magnesium Chloride, considered more environmentally beneficial than sodium chloride, is used to melt ice on sidewalks. The salt spreaders are calibrated annually and the staff are trained on how much to apply so it will not be over-applied. Snow, when it needs to be hauled is either piled away from watershed or hauled off to an EPA approved site.

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

Grafton campus' master plan depicts watershed areas for Grafton Water Department as well as wetlands for various wildlife and vegetation.

**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:**

[STARS Reporting Tool | AASHE](#)



## Responsible Party

**John Vik**

Grounds Supervisor  
Facilities

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## 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.

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

**Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:**

Yes

**A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:**

Grafton campus master plan depicts watershed areas for Grafton Water Department as well as wetlands for various wildlife and vegetation.

**Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:**

No

**Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:**

Yes

**The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:**

Grafton campus master plan identifies these areas. Wildlife Program staff have recorded areas and Campus Farm Department had third party prepare a forest management plan.

**A brief description of identified species, habitats and/or environmentally sensitive areas:**

watershed and wetlands, Blue Spotted Salamanders, spotted owls, moosewood lady slippers as well as many species of protected invertebrates.

**A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:**

not allowing the use of neonicotinoids for systemic pest controls which has been linked to honey bee decline

**The website URL where information about the institution's biodiversity policies and programs(s) is available:**

<http://sustainability.tufts.edu/>



# 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.

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

## Responsible Party

**Matthew Laidley**

Strategic Sourcing Specialist  
Finance

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## 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.

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### **Submission Note:**

Expenditures noted are best estimates based on available data for FY14

"---" 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:**

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**The electronics purchasing policy, directive, or guidelines :**

The Purchasing Department's practice is to recommend and promote only desktops and laptops certified as EPEAT gold.

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

The equipment is verified for its EPEAT standing by the Purchasing department prior to it being highlighted on the Premier Page of the Tufts Business-to-Business marketplace.

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

Yes

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

	Expenditure Per Level
<b>EPEAT Bronze</b>	0 US/Canadian \$
<b>EPEAT Silver</b>	43,792.15 US/Canadian \$
<b>EPEAT Gold</b>	2,043,633.89 US/Canadian \$

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

2,919,476.98 US/Canadian \$

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

<http://sustainability.tufts.edu/?pid=13&c=20#computer%20policy>

# Cleaning Products Purchasing

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## Responsible Party

**Nancy Amedee**

Senior Account Manager, Tufts University  
DTZ

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## 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:**

[OP-13 Cleaning Products Attachment.pdf](#)

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

A preference for green cleaning and its policy are in the RFP distributed by Tufts University. Tufts University desires to implement as much green leaning as possible within all of its buildings. The contractor (DTZ) is following this directive.

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

A review of cleaning products was presented to the Tufts University Director of Facilities for approval.

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

Yes

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

400,000 *US/Canadian \$*

**Total expenditures on cleaning and janitorial products:**

500,000 *US/Canadian \$*

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

Yes

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

DTZ uses low impact and reusable products such as microfiber cloths and dry mops, green chemicals and hepa vacuums.

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

[OP-13 Cleaning Products Attachment.pdf](#)

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

See attached

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

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# Office Paper Purchasing

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## Responsible Party

**Paul Wagner**

Strategic Sourcing Specialist  
Purchasing

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## 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.

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"---" 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:**

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**The paper purchasing policy, directive or guidelines:**

Guidelines are incorporated in several sections of the supplier catalog within the Tufts Business to Business market place. Additionally, when a requisitioner orders any paper other than recycled, they receive a message that sugarcane paper is the university standard and they are pointed to it.

The Office of Sustainability has also taken steps to encourage recycled paper use, through the "Tufts Prints Green" Initiative. Successes of this campaign include:

- All office copiers now have 2-sided copies as their default setting.
- Publications and Purchasing have found cost-effective recycled stocks for a range of print products from brochures to booklets.
- All Tufts stationary and envelopes ordered through Staples and Printing Services is now 30% post consumer waste and carries the TuftsPrintsGreen word mark to raise awareness of Tufts efforts.

-All university magazines are printed on recycled stock and carry our new TuftsPrintsGreen logo.

For more about the "Tufts Prints Green" initiative, see

<http://sustainability.tufts.edu/?pid=109&c=48>

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

With our paper supplier, buyers are automatically directed to sugarcane. They do not have the option to change it.

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

Yes

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

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	61,947 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	43,341 US/Canadian \$

**Total expenditures on office paper :**

184,345 US/Canadian \$

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

<http://sustainability.tufts.edu/?pid=109&c=48>

# Inclusive and Local Purchasing

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## Responsible Party

**John Homich**

DIRECTOR OF PURCHASING & STRATEGIC SOURCING

Purchasing

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## 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.

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

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

Yes

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

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

Tufts Minority Business Enterprise Program seeks to promote economic development for minority, women, and economically disadvantaged businesses through quality referral, and providing information to procurement opportunities that improve the economy and the quality of life for minority, women and the economically disadvantaged. Tufts University makes a significant effort to promote diversity throughout the student and employee populations, but understands that efforts to increase the level of minority business enterprise participation in the purchasing process are needed. The minority business community does not expect special considerations, but it does expect equal access. The website includes a list of local minority, women-owned & small business suppliers.



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

Yes

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

33.27

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

<http://finance.tufts.edu/purchasing/minority-business-enterprise-program/>

# Life Cycle Cost Analysis

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## Responsible Party

**Betsy Isenstein**

Director of Facilities Technical Services  
Facilities Services

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## 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.

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

**Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:**

Yes

**Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:**

No

**A brief description of the LCCA policy(ies) and practice(s):**

The Campus Sustainability Council's report issued in May 2013, recommended LCCA policies and practices: Incorporate life-cycle costing considerations about waste, water, and energy savings early enough in the project development process so that sustainable options can be chosen at the point that allows for maximum financial savings or reduces incurred costs.

Institutionalize life-cycle cost analysis throughout all project phases, from initiation through design and ongoing maintenance.

Provide Life-Cycle costing template in project management toolkit.

**The website URL where information about the institution's LCCA policies and practices is available:**

<http://sustainability.tufts.edu/about-the-office-of-sustainability/sustainability-council-report-released/>

# Guidelines for Business Partners

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## Responsible Party

**John Homich**

DIRECTOR OF PURCHASING & STRATEGIC SOURCING

Purchasing

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## 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.

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

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

Some

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

Some

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

[Sample File\\_3.pdf](#)

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

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**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:**

In the Request for Quote (RFQ) process, Tufts asks each supplier to describe their environmental programs. These responses are weighted in the scoring process and the suppliers are aware of this. Once the supplier is selected they are required to report quarterly/annually on environmental program progress.

Tufts Purchasing has also assembled an informational handout for how individual departments can "buy green":

<http://finance.tufts.edu/purchasing/green-purchasing-at-tufts/>

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

<http://finance.tufts.edu/purchasing/?pid=27>

# 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.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

## Responsible Party

**Andrea Breault**

Transportation/Fleet Manager position at Tufts University (MA)  
Public Safety

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## 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.

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### Submission Note:

The data was based on the December 2013 registration renewal list and supplemented with additional non-registered vehicles as indicated by our Facilities Department. It excludes trailers and boats, but does include various tractors and farming equipment.

Tufts has 2 GEM Electric vehicles, 1 Electric Golf Cart in Athletics and Grafton rents 3 electric golf carts in the summer, making up the figure for 100% electric vehicles above.

The one Gas-Electric vehicle is a 2001 Prius.

Per our Facilities Department, all Diesel vehicles run on clear Biodiesel (5) Blend; there are 13 such vehicles.

**Total number of vehicles in the institution's fleet :**

145

**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	6
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

A fleet and transportation manager was hired at Tufts University and will be examining the campus's fleet and potential for more fuel efficient vehicles.

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

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# Student Commute Modal Split

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## Responsible Party

**Tina Woolston**  
Director  
Office of Sustainability

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## 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.

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## Submission Note:

In the survey, students were asked how they commuted from home to Tufts during a typical 5-day week (Monday - Friday) during April 7 - April 11, 2014. Students who traveled by multiple modes of transportation (e.g., walk to the subway station) were asked to chose the mode with the most miles traveled.

To obtain the numbers above, the totals for all 5 days of the week for each mode of transportation were averaged (e.g., 108 students biked to campus on Monday, 102 on Tuesday, 108 on Wednesday, 106 on Thursday, and 94 on Friday - these numbers were averaged to give a total of 103.6 students commuting by bike). The total number of respondents to the question (1,686), was used as the denominator. This includes an average of 205 people who indicated that they were not at Tufts or responded "other".

Students completing the survey could select one of the following commuting modes: Drive Alone, Carpool, Vanpool, Motorcycle/Scooter/Moped, MBTA Bus, Tufts Davis Square Shuttle, Subway (the T), Commuter Rail/Regional Train, Bicycle, Walk, Telecommute, Flextime/Day off, Other, and Not at Tufts. For purposes of this questionnaire, Telecommute was included as an "other non-motorized means" with Walk and Bicycle. Flextime, Other, and Not at Tufts constituted 12.5% of respondents.

The weather during the week was as follows (from [wunderground.com](http://wunderground.com)

):

Monday: mean temp 49 degrees F, precipitation 0.04"

Tuesday: mean temp 54 degrees F, precipitation 0.67"

Wednesday: mean temp 50 degrees F, precipitation 0.00"

Thursday: mean temp 47 degrees F, precipitation 0.00"

Friday: mean temp 59 degrees F, trace of precipitation

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

## Total percentage of students that use more sustainable commuting options:

81.50



**The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::**

	<b>Percentage (0-100)</b>
<b>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</b>	18.50
<b>Walk, bicycle, or use other non-motorized means</b>	41.20
<b>Vanpool or carpool</b>	2.20
<b>Take a campus shuttle or public transportation</b>	25.60
<b>Use a motorcycle, scooter or moped</b>	0.15

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

The Tufts Operations Division and Office of Sustainability administered an online commuting survey to all employees and students on the university's three campuses between April 22 and May 23, 2014. The "simple random sample survey method" was used to obtain a representative cross-section of the non-residential student population on each campus. A 'census survey method' was used for the residential students where they all received the survey. A total of 2,883 students completed the survey, representing 24% of the student body, of which 1,686 completed the question related to commute method for the week of Apr 7-11, 2014. 44% of the respondents live on campus.

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

<http://sustainability.tufts.edu/programs/transportation/>

# Employee Commute Modal Split

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## Responsible Party

**Tina Woolston**

Director

Office of Sustainability

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## 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.

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### Submission Note:

In the survey, employees were asked how they commuted from home to Tufts during the period of Monday April 7 to Friday April 11, 2014. Those who traveled by multiple modes of transportation (e.g., walk to the subway station) were asked to choose the mode with the most miles traveled.

To obtain the numbers above, the totals for all 5 days of the week for each mode of transportation were averaged (e.g., 108 employees biked to campus on Monday, 102 on Tuesday, 108 on Wednesday, 106 on Thursday, and 94 on Friday - these numbers were averaged to give a total of 103.6 employees commuting by bike). The total number of respondents (1,878) was used as the denominator to calculate the above percentages.

Note in particular that the percentage for telecommuting provided above was calculated in the same manner and reflects the average number of people who telecommuted to the university during that week. It does not include people who telecommuted for part of a day.

Employees completing the survey could select one of the following commuting modes: Drive Alone, Carpool, Vanpool, Motorcycle/Scooter/Moped, MBTA Bus, Tufts Davis Square Shuttle, Subway (the T), Commuter Rail/Regional Train, Bicycle, Walk, Telecommute, Flextime/Day off, Other, and Not at Tufts. Flextime, Other, and Not at Tufts constituted the remaining 10.9% of respondents.

The weather during the week was as follows (from [wunderground.com](http://wunderground.com)

):

Monday: mean temp 49 degrees F, precipitation 0.04"

Tuesday: mean temp 54 degrees F, precipitation 0.67"

Wednesday: mean temp 50 degrees F, precipitation 0.00"

Thursday: mean temp 47 degrees F, precipitation 0.00"

Friday: mean temp 59 degrees F, trace of precipitation

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

48.40

**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)
<b>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</b>	51.60
<b>Walk, bicycle, or use other non-motorized means</b>	7.90
<b>Vanpool or carpool</b>	3.60
<b>Take a campus shuttle or public transportation</b>	24.70
<b>Use a motorcycle, scooter or moped</b>	0.15
<b>Telecommute for 50 percent or more of their regular work hours</b>	1.14

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

The Tufts Operations Division and Office of Sustainability administered an online commuting survey to staff and faculty on the university's three campuses between April 22 and May 23, 2014. The "simple random sample survey method" was used to obtain a representative cross-section of the employee population on each campus. A total of 1,974 non-students completed the survey, including staff, faculty, post-docs and others who didn't fit nicely into a student, faculty or staff category. This represents 32% of employees, of which 1,878 completed the question related to commute method for the week of Apr 7-11, 2014.

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

<http://sustainability.tufts.edu/programs/transportation/>

# Support for Sustainable Transportation

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## Responsible Party

**Tina Woolston**  
Director  
Office of Sustainability

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## 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:**

Bike racks, shower facilities, and lockers are all available at the Steve Tisch Sports and Fitness Center on the Medford/Somerville campus. Covered bike racks are available in front of Miller Hall and in the Boston Ave garage.

There are outdoor bicycle racks around the Tufts Boston campus and indoor bike storage at the Tufts Shared Services' Tremont St. Garage. Bicycle commuters can utilize the shower facilities in Posner Hall and the Jaharis Building. Currently, there are no lockers for bicycle commuters at the Boston campus.

There are also 7 outdoor bike racks on the Grafton campus, and bike commuters have access to the showers in the fitness center.

**Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:**

Yes

**A brief description of the bicycle parking and storage facilities:**

There are 3 bicycle storage options available on the Tufts Medford campus: bike racks located outside of buildings, covered bike racks, and several indoor bike facilities for students in residential buildings. Indoor bicycle racks or rooms are located in the following residence halls on the Medford/Somerville campus: Bush, Carmichael, Haskell, Hill, Hodgdon, Lewis, Metcalf, Miller, South, Stratton, Tilton, Wilson House, Sophia Gordon, West, and Hillside Apartments.

Additional bike racks and storage locations on the Medford/Somerville campus can be found on the Tufts Medford Bike Map:

<http://sustainability.tufts.edu/wp-content/uploads/2014-Bike-Map-Final.pdf>

Students, staff, and faculty on the Boston campus can leave their bikes in a secure room at the Tufts Tremont St. Garage. A key will be given to those who pay \$3 to leave their bikes at the garage. When the key is returned, the money is refunded. Outdoor bike racks can be found around the campus.

There are 3 outdoor bike racks on the Grafton campus.

**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:**

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**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:**

Tufts Bikes, a student run organization, provides approximately 30 bikes, locks, helmets, and lights that can be checked out by anyone with a Tufts ID through the library. Bikes can be kept for up to 24 hours and then returned to the same location. Rental is free, but late fees are charged. Tufts Bikes also provides a bike workshop space in the Craft Center with professional tools for anyone to use and open shop hours where members of the group offer classes on safety and maintenance, and help people with their own bike repairs. Bike Share bikes are kept in sheltered bike racks in front of the library and the campus center.

Hubway stations are located on the Somerville edge of the Medford/Somerville campus and within about a 10 minute walk of the Boston campus.

**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:**

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**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):**

Tufts runs a free shuttle ("The Joey") from Davis Square to the Medford/Somerville campus during the school year as well as a shuttle that runs along Boston Avenue, connecting 4 Colby Street (Sci Tech) and 200 Boston Avenue.

There is also a shuttle from the Medford/Somerville campus to the Museum of Fine Arts and the New England Conservatory to accommodate students taking classes and employees working at those locations.

Students on the Medford and Grafton can purchase semester passes for the MBTA bus and subway system for a discounted rate through the bursar's office (a semester pass bought in advance for an 11% discount). Students on the Boston campus can purchase MBTA semester passes or monthly passes at a 25% discount. In November 2013, the Tufts Community Union (TCU) Senate and the Office for Campus Life (OCL) started selling round-trip MBTA passes valued at \$5 for \$4 to students groups.

Staff and faculty can pay for transit tickets, passes and commuter parking with pre-tax dollars, and employees on the Tufts Boston campus can purchase transit passes at a 25% discount.

**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:**

Those on the Medford and Grafton campuses who take an alternate mode of transportation at least 2 times each week can sign up through MassRIDES' Emergency Ride Home Program. (

[http://commute.com/sign\\_up](http://commute.com/sign_up)

)

Those on the Boston campus who take an alternate mode of transportation at least 2 times each week can participate in ABC TMA's Guaranteed Ride Home Program. (

<http://www.abctma.com/commuters/commuter-benefits-programs/guaranteed-ride-home>

)

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

Yes

**A brief description of the carpool/vanpool program:**

Tufts is a partner of MassRides, which offers a ride-matching service through NuRide. There are several designated carpool/vanpool parking spaces, including one on the 5th Floor of the Dowling Parking Garage and one behind Bendetson Hall in Medford. Carpool parking pass costs can be split between the carpoolers.

Through the Massachusetts Commuter Vanpool Program, MassDOT will provide a monthly subsidy of up to \$600, or up to 50% of the monthly lease cost, to vanpools for Tufts employees that lease their vans directly from a participating vanpool vendor. More info here:

<http://www.commute.com/commuter-options/vanpool-incentive-program>

Those on the Boston campus can participate in ABC TMA's Carpool Subsidy Program, which offers a monthly \$35 prepaid gas card for 6 months to drive-alone commuters who switch to carpooling, as well as the Vanpool Subsidy Program that offers a \$220 subsidy for vanpool fare to drive-alone commuters to switch to vanpooling.

**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:**

There are currently 8 Zipcars on the Tufts Medford Campus, and Tufts students age 18 and older can join Zipcar for \$15 for a one year membership, while faculty and staff members can join for \$25.

Tufts also promotes RelayRides, a neighbor-to-neighbor car sharing program. (

<https://relayrides.com/>

)

**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:**

In September of 2013 a Level 2 EV charging station was installed in the Dowling Hall Garage in Medford.

**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:**

Tufts does not have a formal telecommuting program as of now, but employees may make arrangements with their supervisor to telecommute if their position is one that can be done off campus. The "customary work day" for Tufts employees is defined as 9am-5pm, 5 days a week, but employees may participate in "alternative work arrangements" as long as they have the approval of their supervisor.

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

No

**A brief description of the condensed work week program:**

Tufts does not have a formal condensed work week option, but employees may be able to arrange with their supervisors for an adjusted work schedule. The "customary work day" for Tufts employees is defined as 9am-5pm, 5 days a week, but employees may participate in "alternative work arrangements" as long as they have the approval of their supervisor.

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

No

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



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**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:**

The Tufts Office of Sustainability publishes provides a number of green commuting publications to both students and employees, including commuting brochures, a bike map, and an Eco-Map of campus that outlines all the programs available to students and employees (please see link). The public safety and parking website also includes information on alternative modes of transportation.

The university also participates in a number of sustainability commuting events throughout the year including Bay State Bike Week and the Massachusetts Clean Air Challenge (through which participants can win prizes).

In the Fall of 2013, a Transportation Working Group was established to develop further transportation initiatives to reduce impacts of campus vehicles (fleet) and commuting at the university. A transportation demand management plan was completed in February 2015. A fleet manager position was created and filled in February 2015. 25% of that person's job is dedicated to transportation demand management.

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

<http://sustainability.tufts.edu/programs/transportation/>

# 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.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

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## Responsible Party

**Betsy Isenstein**

Director of Facilities Technical Services  
Facilities Services

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## 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*.

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### Submission Note:

Compost includes both food waste and yard waste. Because yard waste is measured in cubic yards, not tons, we used a conversion factor of 500 lbs per cubic yard.

This information is from Tufts' 2014 submission.

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

### Waste generated::

	Performance Year	Baseline Year
Materials recycled	929.95 Tons	888.40 Tons
Materials composted	868.64 Tons	593 Tons

<b>Materials reused, donated or re-sold</b>	0 Tons	0 Tons
<b>Materials disposed in a solid waste landfill or incinerator</b>	1,897.89 Tons	2,374.60 Tons

**Figures needed to determine "Weighted Campus Users"::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	3,520	3,491
<b>Number of residential employees</b>	9	9
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	10,300	9,113
<b>Full-time equivalent of employees</b>	3,423	3,481
<b>Full-time equivalent of distance education students</b>	6.50	0

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2004	June 30, 2005

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

This is the first year that data was tracked for all three of the Tufts campuses

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

We entered a new holistic waste hauling relationship this year, similar to a performance based contract where we are having a recycling vendor collect our trash. The same hauler is collecting from all of our campuses. We went from having four haulers to one. The contract includes management hours for the recycling hauler to audit our trash and make waste profiles of each school via waste audits. Two have been completed since September (our Administration Building and the 14 story Human Nutrition Research Center)and the third is

scheduled for February 2014 (the small and large animal hospitals).

In the past we completed comprehensive audits of:

Our main dining hall and central kitchen

Metcalf Dormitory

The Fletcher and Dental Schools on two separate occasions

The staff suite in Tisch Library

The Campus Center Commons Dining Kitchen

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

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

Tufts University gives preference to environmentally friendly products whose quality, function, and cost are equal or superior to more traditional products. The statement is promoted on our Purchasing Dept.'s homepage.

<http://finance.tufts.edu/purchasing/green-purchasing-at-tufts/>

In addition, most requests for proposals contain similar language which will become part of the contract once awarded. One recent example is-

Tufts University is committed to a healthy environment and a Green Procurement Program. Our environmental programs are designed to provide a safe workplace that adequately protects our environment.

a) Please identify and discuss any initiatives that you have undertaken to boost energy efficiency, trimming waste, and reducing or eliminating the use or the production of harmful substances.

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

Staff or faculty in need of new furniture may create an entry on a wish list. This list will first be referenced as surplus becomes available. Should a match be likely, the surplus generator will be responsible to communicate with and arrange transportation to the department in need.

<http://operations.tufts.edu/facilities/removesurplus/>

<http://operations.tufts.edu/facilities/surplus-furniture-wish-list/>

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

Various departments across Tufts have made good progress in this area. Here are the ones that I am familiar with.

- Our 15 year old bi-monthly staff newsletter is stopping printing March 1, 2014. This distribution of approximately 27,000 heavy paper printings annually will be moved to online only.
- Tufts' Accounts Payable department pays as many vendors as possible via EFT or credit card—thus reducing the printing of paper checks. They also receive many invoices electronically via the EDI –Electronic Data Interchange. These are on-going efforts.
- The Tufts Dental school is in the process of moving all patient files over to electronic records.
- Several years ago Tufts Facilities Services department stopped accepting paper based requests for work. They also transitioned away from a paper-based Union employee tracking system by introducing mobile technology. Also new is work request information is communicated to customers via the web instead of printing reports to email/mail. Over the next year the Facilities Services department will make two changes to reduce paper use. One is to implement mobile devices for the crew to prevent printing work orders. In addition, payroll, attendance and billing will be automated to avoid paper-based report that are now run on a weekly/monthly basis.
- The Public Safety department's paper-based Key Access form has been replaced with an online system.
- The reduction in paper-based processes is a constant goal with the Process Team so I'm sure we'll identify more reduction opportunity as the year progresses.

- Admission's applications for the undergraduate and graduate Arts and Science school are online via the system SLATE (

<https://technolutions.com/>

)

- Many of Tufts' largest suppliers only submit invoices online. Examples include FedEx, Staples, VWR, and Sigma.
- Course catalogs are printed, but students must pick them up themselves if they would like a print copy. Many students just access the course catalog from online.
- The student directory is only available online.
- The pachyderm, the student handbook, used to be printed and given out to every student, but as of fall 2009, is only available online.

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

- Black and white duplex printing costs \$.15 per page printed, and one-sided printing costs \$.10 per side in all computer labs and libraries. Also, as of 2010, all library printers are set for duplex printing as the default.
- Our Purchasing department centralized printing by networking all users to the main copier/printer. Individual desktop printers are highly discouraged and not supported by the Purchasing office.

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

Dormitory renovations now include freecycle swap stations.

<http://sites.tufts.edu/tuftsrecycles/2014/02/06/the-freedom-to-freecycle/>

Since 2009 our dormitory renovations have standardized the installation of permanent tack boards on the doors. This improvement greatly reduces the disposal of once used door-sized white boards.

During move-in, the Tufts eco-reps and students hired by Tufts Recycles! team up to capture cardboard and recyclables from the dormitories.

<http://sites.tufts.edu/tuftsrecycles/recycle/during-move-in/>

R2epack aims to increase recycling and reduce waste during move-out. The approach is twofold: first, we educate and promote the program to students. R2epack encourages them to "Reuse. Recycle Everything. Pack and clean... 'K?'"

Special receptacles are placed in each residence to collect food, clothing, carpets, freecycle reuse items, linens, books, crutches, and electronics. Here is a breakdown:

-Food: donated to food bank

-Linens/Clothing: donated or sold

-Carpets: recycled

Reuse items: freecycled in the dorms at the beginning of the next school year

-Books: sold or donated

-Crutches: reused by our Athletics Department

-Electronics: recycled

The second piece of the program is a technique used by Facilities Services. Dorm trash and recycling are combined into one dumpster and later sorted out by a recycling company. First done in 2010, this technique resulted in a 60% recycling rate.

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

Each year Tufts students hold a clothing swap in celebration of April as earth month.

<http://sites.tufts.edu/tuftsgetsgreen/tag/clothing-swap/>

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

Food waste in all of Tufts Dining Services' kitchens is separated and tracked.

#### **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:**

Tufts Dining has phased out use of garbage disposers and instead collects food waste for composting. They also closely monitor trimmings in the central commissary kitchen and unused portions in all of their facilities. They also currently use a waste tracking module in the food production software, Foodpro, to account for and value food waste.

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

As a result of a successful pilot program, Tufts Dining has removed trays from the Carmichael and Dewick-MacPhie Dining Centers starting in the summer of 2010. The 13 day Pilot Program ran from March 28 – April 9, 2010 at Carmichael Dining Center, and as a result average electricity use was reduced by 17.5% and average food waste was reduced by 30%. A fall 2009 survey conducted by the TCU Senate revealed that 63.6% of students surveyed either approved of going trayless or had no opinion, while 36.4% of students surveyed either disapproved or strongly disapproved of going trayless.

**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):**

Tufts Catering provides compostable plates and hot cups which are composted at when an event organizer arranges it. We average fifteen large zero waste events per year, in addition to the small events that compost year round at one of our 14 central drop off sites. We do not advocate nor recommend biodegradable plastics because they do not break down in the compost system here in New England.

**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):**

Our only two dining halls serve reusable service- ware and have gone trayless to reduce food waste.

Two of our retail units provide durable-ware (non-disposable) for eat-in customers.

**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:**

Mug Discount Program

Tufts Dining offers discounts for reusable mugs and water bottles

Use a Tisch Library or Fletcher School mug and save 20¢ per purchase on any hot beverage in Mugar Café, Hodgdon Good-to-Go, Commons Deli & Grill, and Brown & Brew Coffeehouse.

Bring the Tufts University Choose to Reuse clear bottle and get a deep discount on any fountain beverage at Mugar Café, Hodgdon Good-To-Go, Commons Deli & Grill, Tower Café, and on water and sparkling water at Hotung Café.

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

As previously mentioned we have freecycle stations in three dormitories and will add two more this summer. Dormitory renovations now include freecycle swap stations.



<http://sites.tufts.edu/tuftsrecycles/2014/02/06/the-freedom-to-freecycle/>

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

<http://sites.tufts.edu/tuftsrecycles/>

## Responsible Party

**Betsy Isenstein**

Director of Facilities Technical Services

Facilities Services

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## 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*.

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## Submission Note:

This information is from Tufts' 2014 submission.

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

## Materials diverted from the solid waste landfill or incinerator:

1,780 *Tons*

## Materials disposed in a solid waste landfill or incinerator :

1,898 *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:

Recycling is part of Tufts culture; all staff, faculty and students are expected to participate. Everyone has bins available to them. The cleaners empty recycling from employee's desk sides and from common bins. Students receive bins for their dorm rooms. We participate in RecycleMania. Recycling and trash weights are tracked. Periodic waste sorts and bin inspections allow us to monitor our progress. New students receive recycling information when they matriculate. Every floor of every dorm has central recycling stations with instruction posted. New employees receive recycling instructions during their employee orientation. Every shift (1st, 2nd, 3rd & weekend) of custodians on each campus receive an annual recycling review and retraining. Most student publications include a "recycle me" logo, including The Daily newspaper. We have a large move-out recycling program where we collect electronics, carpets, food, clothing, paper and commingled recyclables. We have abundant outdoor recycling bins in our greenspaces. We have extensive battery recycling receptacles. We have a shoe/sneaker recycling bin in the athletics center. Our largest science complex recycling Styrofoam coolers and plastic bags. We have an interactive reverse vending machine on campus that is meant to attract fraternities and offer otherwise uninterested students a financial incentive to recycle.

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

N/A

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

Pre-consumer food waste is composted in six out of eight eateries. We do not have a breakdown of our foodwaste composting totals by pre or post but the total tonnage of food waste composted in 2013 was 325 tons.

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

Post-consumer waste is composted in three out of eight dining facilities and we have fifteen central collection bins where any member of Tufts community can bring food scraps from their kitchens or special events. We do not have a breakdown of our foodwaste composting totals by pre or post but the total tonnage of food waste composted in 2013 was 325 tons.

**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	---
Food for animals	---
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes

<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	---
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	---
<b>Motor oil</b>	Yes
<b>Tires</b>	Yes

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

Clothing and home-goods from move-out. We have freecycle stations in four residence halls. Shoe/sneaker recycling is available at the gym. Ink and toner cartridges are recycled. Mattresses that are not donatable are recycled.

# Construction and Demolition Waste Diversion

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## Responsible Party

**Dawn Quirk**

Program Manager, Waste Reduction  
Facilities Services

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## 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.

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### Submission Note:

Tufts does not have a specific policy regarding C&D waste. Tufts hires independent contractors for all construction and demolition and they are expected to adhere to Massachusetts state law 310 CMR 19.017 which bans disposal of recyclables as well as C&D waste: wood, asphalt pavement brick and concrete (ABC), metal and clean gypsum wall board, from landfills or incinerators. Specific Tufts data is not available.

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

# Hazardous Waste Management

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## Responsible Party

**Peter Kelly-Joseph**

Environmental Manager  
Environmental Health & Safety

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## 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.

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## Submission Note:

The Hazardous Chemical Waste Management Plan is available at  
<http://publicsafety.tufts.edu/ehs/downloads/HazardousChemicalWasteManagementPlan11-2010.pdf>

"---" 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:**

Tufts University produces hazardous chemical waste as part of its academic and support programs. The primary source of hazardous chemical waste are the research and teaching science and engineering laboratories. It is part of higher education to assist students in learning to identify, handle and dispose of hazardous chemicals in a safe and environmentally responsible manner. Tufts is committed to the recommendation of the American Chemical Society "to buy less, use less" in the design of experiments involving hazardous chemicals.

Tufts University recycles all batteries as part of its universal waste program.

In support activities, water based coatings, sealants and cleaning products are selected preferentially over such products that contain organic solvents.

There are strict limits on the disposal of chemicals into the sewer and into solid waste containers hence all chemical waste is analyzed and disposed of as either hazardous or non-hazardous, non-regulated waste.

Additionally, the Department of Environmental Health and Safety considers the following chemicals Particularly Hazardous Substances and require that a written safety plan be prepared and followed when using these chemicals in vitro (in the laboratory) or in vivo (in animals).

- \* Select Carcinogens
- \* Reproductive Toxins
- \* Highly acutely toxic chemicals or a hazardous drug
- \* Novel compounds of unknown toxicity

There are also certain chemicals that need a registration form. This process limits the unnecessary use of these chemicals. For a more complete description of the process, see

<http://publicsafety.tufts.edu/ehs/?pid=88>

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

Tufts EHS directly and indirectly provides training to all members of the Tufts community that purchase, store, handle or dispose of chemicals. Individuals are trained to recognize each form of chemical waste and to understand the method of storing such wastes in each area where such wastes are produced. Hazardous chemical wastes are stored in Satellite Accumulation Areas prior to collection for packaging and transportation to TSD facilities approved by the US EPA or MA DEP.

All chemicals are stored, handled, transported and disposed of by persons and organizations approved because of their commitment to comply with all applicable regulations that prevent adverse human and environmental effects.

As mandated by Tufts Environmental Health and Safety, hazardous chemical waste should be placed in a satellite accumulation area (SAA). Each point of generation (i.e. laboratory, clinic, maintenance area, etc.) should have an SAA that is under the direct supervision of trained employees. SAAs at a minimum should include a secondary containment system/bin, sign designating the area as a SAA, and a weekly log book. A dated container requiring pick up must be transported to a main accumulation area (MAA) within 3 days of full date noted on the waste label.

Initial and annual refresher training is required for individuals who generate or participate in hazardous waste management activities.

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

None.

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

Unknown

**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):**

Tufts old computers are either reused internally or recycled domestically by Allied Computer Brokers.

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

Unknown

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

<http://publicsafety.tufts.edu/ehs/environmental-management/hazardous-chemical-waste-management/>



# 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.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

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## Responsible Party

**Betsy Isenstein**

Director of Facilities Technical Services  
Facilities Services

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## 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.

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## Submission Note:

Much of Tufts water conservation efforts took place prior to 2005 and therefore are not captured using this metric.

This information is from Tufts' 2014 submission.

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

## Level of water risk for the institution's main campus:

Medium to High

## Total water use::

	Performance Year	Baseline Year
Total water use	115,093,026 Gallons	141,549,379 Gallons

## Potable water use::

	Performance Year	Baseline Year
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<b>Potable water use</b>	115,093,026 <i>Gallons</i>	141,549,379 <i>Gallons</i>
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**Figures needed to determine "Weighted Campus Users"::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	3,520	3,491
<b>Number of residential employees</b>	9	9
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	10,300	9,113
<b>Full-time equivalent of employees</b>	3,423	3,481
<b>Full-time equivalent of distance education students</b>	6.50	0

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	4,720,520 <i>Square Feet</i>	4,028,442 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	694 <i>Acres</i>	694 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2004	June 30, 2005

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

The baseline year is 2005.

**Water recycled/reused on campus, performance year:**

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

0 Gallons

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

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

Water is metered at each building at Tufts University.

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

Each summer, residence hall bathrooms are renovated. Dual flush or low flow toilets are installed and low flow showerheads are used.

Summer 2013: Wren and Haskell Halls

Summer 2012: 13 bathrooms in South Hall

Summer 2011: Lewis Hall

Summer 2010: Hill and West Halls

Summer 2009: Carmichael Hall

Summer 2008: Metcalf Hall

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

Residence hall bathrooms are renovated comprehensively. Low flow or dual flush fixtures are installed as indicated above.

Front load washing machines are used in almost exclusively in residence hall laundry rooms.

Dining Services has implemented water reduction programs by switching to trayless dining and by installing an extremely low water consuming dish washer in Dewick, a main dining hall.

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

When possible, Grounds selects perennials that require less water and cut down on mowing.

When 520 Boston Avenue (Facilities building) was renovated, no irrigation system was installed. Instead, the landscape designer and grounds keeper selected drought-tolerant plantings to accommodate the lack of irrigation on site. Additionally, two rain barrels were installed to collect roof run-off and redirect it to the plantings in front of the building.

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

All irrigation systems on the Medford/Somerville campus have rain sensors but no weather predictive abilities and no centralized control.

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

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

<http://sustainability.tufts.edu/?pid=16&c=24>

## Responsible Party

**John Vik**

Grounds Supervisor  
Facilities

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## 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.

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*"---" 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:**

Tufts follows Massachusetts' stormwater policies and regulations. See

<http://www.mass.gov/dep/water/wastewater/stormwat.htm>

for details.

Sophia Gordon Hall has a stormwater management system that exceeds the requirements of the Massachusetts Department of Environmental Protection Stormwater Management Policy and includes a reduction in peak stormwater runoff. The total site area of Sophia Gordon Hall is 50,000 square feet. 58% of the site (approximately 21,000 square feet) is pervious (i.e. water can penetrate directly into the soil). A number of catch basins, a Stormtech infiltration system and an underground detention Advanced Drainage System (ADS) reduce the rate of runoff into the city's storm sewer by maintaining or holding the water and releasing it slowly.

**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:**

the use of a rain garden, swales, dry wells and detention ponds, proper aerating and soil amendments to promote infiltration

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

Rain Gardens, rain barrels and porous pavement is starting to be implemented as standard construction practices Medford campus, rain barrels, swales, rain barrels and detention ponds are used on the Grafton campus.

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

750,000 Gallons

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

none

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

The Tisch library has a vegetated roof. For more information, see:

[http://tuftsjournal.tufts.edu/2010/06\\_1/briefs/02/](http://tuftsjournal.tufts.edu/2010/06_1/briefs/02/)

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

Medford campus has installed permeable pavement sidewalks around dormitories on the residential quadrangle. Grafton campus uses spaced pavers for rear entries and patios to encourage infiltration and curb excess water run off at it's Wildlife Center.

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

The Loew Center on the Grafton campus utilizes disconnected rain leaders to provide lawn irrigation. Medford campus uses rain barrels at the Facilities Services headquarters.

**A brief description of any rain gardens on campus:**

Medford Campus has rain garden at lower campus dormitory quadrangle and has construction documents to build another. The Grafton campus has rain garden near the east patio of the Loew Center.

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

Grafton campus has retention pond located at intersection of Cornfield and Discovery Drives. Medford campus has 10,000 gallon detention cisterns near the Tisch Fitness Center and Sophia Gordon dormitories. Medford also has HUGE stormwater retention areas located under the Belo sports field and near Baronian Field House. more details are described in the project managers notes below.

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

Grafton has a stone swale on the east side of Cornfield Lane to minimize washout and another stone swale near the Loew Center.

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

Sophia Gordon Hall

Erosion and sediment from building sites can have considerable ecological consequences. During construction, a comprehensive erosion and sedimentation (E&S) plan was done and implemented.

The Athletics project (Steve Tisch Sports and Fitness Center) includes below-grade “Stormtech” storage chambers which retain stormwater runoff from the adjacent paved areas (primarily the parking lot behind the Eliot-Pearson School, and driveway along Gantcher Field House), allowing some infiltration and some temporary retention so that post-construction peak discharge rates from the overall site do not exceed pre-construction peak discharge rates from the overall site.

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

<http://sustainability.tufts.edu/>



# Wastewater Management

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## Responsible Party

**Betsy Isenstein**

Director of Facilities Technical Services

Facilities Services

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## 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*.

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

## Total wastewater discharged:

115,093,026 Gallons

## Wastewater naturally handled:

0 Gallons

## A brief description of the natural wastewater systems used to handle the institution's wastewater:

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## The website URL where information about the institution's wastewater management practices is available:

<http://publicsafety.tufts.edu/ehs/environmental-management/wastewater-management/>

# 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.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

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## Responsible Party

**Tina Woolston**

Director

Office of Sustainability

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## 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.

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

## **Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

## **A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

The Tufts Office of Sustainability was established in 2006 and includes a full-time Sustainability Program Director, a full-time Education & Outreach Coordinator, and a part-time Communications Specialist. The office spearheads a number of major programs and initiatives and works across all three Tufts campuses. Major accomplishments include the following:

Convening and organizing a Transportation Working Group, and sitting on the Fleet Management and student driver sub group. Chairing the working group that created a Transportation Demand Management Plan

The Office of Sustainability has regularly offered an undergraduate course “Environmental Action: Shifting from Saying to Doing,” which empower students to take sustainability action on campus. The course was historically taught through the Ex-College but is now offered through the Environmental Studies Department and Department of Urban and Environmental Policy and Planning. (

<http://sustainability.tufts.edu/programs/for-credit-courses-from-the-office-of-sustainability/>

)

The Office of Sustainability launched a Green office Certification program in FY12. The program is designed to recognize, support, and promote offices that are engaging in sustainable practices. There are four levels of certification, allowing offices to be recognized for their

current conservation actions, while still providing a goal to work towards. (

<http://sustainability.tufts.edu/programs/green-office-certification/>

)

In 2012, the Office introduced the Tufts Eco Tour, a self-guided tour of the Medford/Somerville campus that encourages community members to learn about sustainability initiatives at Tufts. The tour is made up of signs on buildings across campus with QR codes that can be scanned with a smartphone to provide participants with information on university initiatives and milestones related to sustainability at each tour stop. (

<https://sites.tufts.edu/ecotour/>

)

In 2012, the Office of Sustainability began development of a database of student projects related to Tufts' campus, primarily sustainability related projects. The database will allow students to upload their projects online and will eventually be integrated with the Tisch Library catalog.

The Office of Sustainability has seen successful expansions of both its Eco-Reps program for students and Eco-Ambassadors program for staff and faculty members (please refer to credits EN-1 and EN-6 for more information about and accomplishments of the programs).

In conjunction with other sustainability-focused groups at Tufts, such as the Tufts Institute of the Environment, the Eco-Reps, and the Tufts Sustainability Collective, the Office has organized a number of sustainability events, including Earth Day/Week, Bike Week, Car-Free Week, and Zero Waste Week.

The Office of Sustainability maintains a website, blog, Twitter, Facebook page, and newsletter. The Office also creates and disseminates a wide variety of publications and other sustainability resources, including a "Green Guide" and transportation brochures. In 2013, the Office introduced a bike map that shows locations of bike racks, terrain elevation, bike-friendly routes, and bike safety tips and is designed to foster biking on campus.

For more information on the Tufts Office of Sustainability and its accomplishments, please visit

<http://sustainability.tufts.edu/>

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The President's Sustainability Council was established and started meeting in 2012. Made up of undergraduate and graduate students as well as staff and faculty members from across the university's schools and three Massachusetts campuses, the Council and its three working groups on waste, water, and energy & emissions examined Tufts' progress toward meeting its existing sustainability goals and set new goals for the university to achieve in the coming years. The Council released a report of its recommendations in May 2013 (see below for more details) and a progress report in March 2014. (

<http://president.tufts.edu/strategic-initiatives/campus-sustainability/>

)

**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:**

When President Anthony Monaco joined Tufts in 2011, he articulated sustainability as a key priority of his administration, and he established the Tufts Council on Campus Sustainability, which started meeting in 2012. The Council established 3 working groups in Water, Waste, Energy & Emissions. The working groups met throughout 2012 and into 2013 to review Tufts' current goals, progress toward meeting those goals, existing data, and relevant benchmarks and to develop new goals, objectives, and recommended strategies. The working groups' findings culminated in the release of the President's Sustainability Council Report in May 2013. The Council continues to meet annually to discuss the university's progress towards its sustainability goals, adopt new goals and identify new areas of opportunity.

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

Chair: Anthony Monaco, Tufts University President  
Co-Chair: Patricia Campbell, Executive Vice President  
Linda Snyder, Vice President for Operations  
Peter Brodeur, Associate Professor, Pathology Department, School of Medicine  
Dan Doherty, Trustee, Chair, Buildings & Grounds Committee, Board of Trustees  
Kelly Sims Gallagher, Associate Professor, Director, ECI in CIERP, The Fletcher School  
Timothy Griffin, Associate Professor, Program Director, AFE, Friedman School  
Marc Hodes, Associate Professor, ME, School of Engineering  
Betsy Isenstein, Director of Facilities Technical Services  
Jonathan Kenny, Professor, Chemistry, School of Arts and Sciences  
Colin Orians, Professor, Biology, Director, Environmental Studies Program, School of Arts and Sciences  
Kent E. Portney, Professor, Political Science, School of Arts and Sciences  
Dawn Quirk, Waste Reduction Program Manager, Facilities Services (position now vacant)  
Andrew Ramsburg, Assistant Professor, CEE, School of Engineering  
Ann Rappaport, Lecturer, UEP, Graduate School of Arts and Sciences  
Kartikeya Singh, PhD Student, The Fletcher School  
Giovanni F. Widmer, Professor, DBS, Cummings School of Veterinary Medicine  
Tina Woolston, Sustainability Program Director, Office of Sustainability  
President of the undergraduate Tufts Sustainability Collective (varies annually)

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

<http://sustainability.tufts.edu/about-the-office-of-sustainability/sustainability-council-report-released/>

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

Yes

**A brief description of each sustainability office:**

The Tufts Office of Sustainability serves as a resource, a catalyst, and an advocate for environmental sustainability at Tufts. The Office of Sustainability mission statement is available at

<http://sustainability.tufts.edu/about-the-office-of-sustainability/mission-statement/>

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

3

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

<http://sustainability.tufts.edu/>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Tina Woolston, Sustainability Program Director

**A brief description of each sustainability officer position:**

Sustainability Program Director:

Responsible for fostering a culture of sustainability among students, faculty, and staff by leading a coherent, campus-wide sustainability program. Coordinates staff and student sustainability activities and collaborates with academic and research units to enhance sustainability learning and application at Tufts. Identifies, prioritizes and assesses the cost effectiveness, technical feasibility, and means of achieving acceptance of potential and existing sustainability practices. Plans and develops long- and short-range programs to enhance university sustainability. Engages with institutional leaders to foster sustainability broadly across campus units.

Serves as a point person for all sustainability activities on campus, annual reporting requirements and other University policies related to sustainability. Coordinates and consults with all Tufts campuses. Facilitates communications as the campus spokesperson on sustainability issues. Receives guidance from and supports the activities of the Sustainability Committee; and represents the University at national professional conferences.

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

<http://sustainability.tufts.edu/about-the-office-of-sustainability/office-of-sustainability-staff/>

## Responsible Party

**Tina Woolston**  
Director  
Office of Sustainability

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## 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.

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## Submission Note:

For additional information on sustainability planning, see <http://sustainability.tufts.edu/about-the-office-of-sustainability/sustainability-council-report-released/>

"---" 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?:**

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



<b>Investment</b>	Yes	Yes
<b>Other</b>	---	---

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

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

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

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

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

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

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

The Campus Sustainability Council Report set forth a number of goals related to campus engagement around sustainability, specifically in the areas of waste, water, and energy.

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

Within 5 years, the entire Tufts community will: know how to divert and reduce waste and actively participate in waste reduction and diversion practices; understand how individual actions impact water usage and quality, why water conservation is important, and how to reduce use and mitigate negative impacts on the watershed; know how to reduce energy consumption as building occupants and use that knowledge to create less energy-intensive habits.

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

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

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**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

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

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**A brief description of the plan(s) to advance sustainability in Air and Climate:**

Tufts campus energy plan for the Medford campus seeks to reduce greenhouse gas emissions by at least 20% by installing co-generation capacity, utilizing metering systems, centralizing cooling capacity and performing building assessments on the highest energy using buildings.

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

The Campus Sustainability Council Report articulated the following air and climate goals: reduce greenhouse gas emissions 10-25% below 1990 levels by 2020 and 75-85% below 2001 levels by 2050; address non-carbon greenhouse gas emissions; begin the process of adaptation planning within 1 year.

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

Operations, Environmental Health and Safety

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

Tufts campus energy plan for the Medford campus includes the installation of a centralized energy metering system, centralizing cooling capacity and performing building assessments on the highest energy using buildings.

In presenting the five-year capital plan in early 2013, University leadership identified a number of basic principles for strategic capital projects that will benefit not only building occupants, but the campus community as a whole.

- Enhance the campus experience for the students, faculty, and administration
- Create academic synergies within buildings
- Promote design excellence
- Co-locate uses with shared building infrastructure needs
- Develop and implement university-wide standards for high performance buildings
- Develop and implement university-wide standards for space use
- Integrate information technology and wellness initiatives

- Minimize footprint expansion (replacing poor space)
- Support revenue producing programs and seek sources of funding if applicable
- Develop solid business plan for building operations and academic programs

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

The energy master plan is on a timeline to be complete in the next two years or so.

The principles for strategic capital projects and space management guidelines are currently being pilot tested in two new buildings projects. They will then be evaluated for adoption in all building projects.

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

University Energy Program Director, Strategic Capital Program Director, Vice President of Operations, Senior Facilities Director

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

Tufts Dining has set a number of sustainability goals for fiscal year 2014

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

Tufts Dining sustainability goals for FY14:

- Report on the energy and water used by the new dish machine and pulper in Dewick to determine actual savings
- Promote the Farmer’s Market with the intention of increasing participation by staff and faculty as well as students
- Adapt the Green Options in Catering written for the Fletcher School for the rest of the Medford/Somerville campus; promote among catering clients
- Continue the work started in FY13 on food waste management to reduce food waste during the production and service processes

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

Tufts Dining

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

Tufts seeks to reduce its own contribution to climate change through a number of energy efficiency and clean energy initiatives.

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

The Campus Sustainability Council Report set forth the following energy goals: Reduce energy consumption 5-7%; develop a renewable portfolio standard within 1 year.

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

University Energy Program Director, Vice President of Operations, Facilities Technical Services, Office of Sustainability

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

Plan to increase the use of low emission lawn maintenance equipment (e.g. electric mowers)

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

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

Grounds Manager

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

Include language in RFPs and contracts related to sustainability

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

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

Purchasing Dept

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

The Campus Sustainability Council Report set a goal to convene a stakeholder group to provide input for a long-term transportation initiative. Pursuant to this goal, a transportation working groups was convened in Fall 2013 will work to develop a clear set of protocols and policies surrounding the use of Tufts vehicles and the use of vehicles by student drives as well as a transportation demand management plan for the Medford/Somerville campus and possibly the Boston and Grafton campuses.

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

The Fleet Management plan culminated in the creating of a new fleet management position and the hiring of a fleet manager who will also dedicate 25% of her time to transportation demand management. A transportation demand management plan has been completed but is not yet on-line.

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

Office of Sustainability, Tufts Environmental and Public Safety Department, Transportation Working Group

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

The Campus Sustainability Council Report lays out a plan to reduce the university's waste with the vision that the entire Tufts community plays an intentional role in fostering a cradle-to-cradle economy.

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

Reduce waste by 3% each year on average, through source reduction, waste management strategies, and behavior change.

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

Waste Reduction Program Manager, Office of Sustainability, Purchasing, other departments as needed.

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

Water savings opportunities are examined every time a large renovation or construction project is done.

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

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

Facilities Services

**A brief description of the plan(s) to advance Diversity and Affordability:**

In December 2013, Tufts released the "Report of the Council on Diversity." The Council's report presented specific, actionable recommendations to achieve greater diversity among the student body, faculty, and staff and to make Tufts University more inclusive and welcoming to all.

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

The recommendations presented in the Report of the Council on Diversity include hiring a chief diversity officer; increasing financial aid to attract and retain talented students who traditionally have not considered Tufts; examining curricula and other programs to ensure they support diversity and inclusion; and articulating more clearly how central these values are to Tufts' mission and vision. A full list of recommendations can be found in the report:

df

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

Chief Diversity Officer

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

Recently a health and wellness advisory committee with staff and faculty representation was created and charged with creating a plan

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

The plan is for the advisory committee to meet and create a plan with objectives, strategies and timeframes.

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

Executive Vice President

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

Create a sustainability investment fund and measure the success of those investments.

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

Create a sustainability investment fund (created 2015) and measure the success of those investments.

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

Executive Vice President

**A brief description of the plan(s) to advance sustainability in other areas:**

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

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

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**The institution's definition of sustainability:**

The idea of sustainability, as we understand it, was developed to describe human practices that actively protect and do not negatively affect the earth natural ecosystem's ability to support healthy biological systems and human well-being now and in the future.

**Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:**

Yes

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

Tufts' T10 Strategic Plan (2013-2023) commits to "creat[ing] physical spaces consistent with strategic initiatives and sustainability goals," including those set forth in the Campus Sustainability Council Report.

The plan also highlights sustainability as one of the university's Core Commitments, stating that "we are committed to... sustainability and an understanding of its multifaceted issues and requirements which are the most basic focuses for our broader commitments to live responsibly, nurture university-wide initiatives to meet global challenges, and to be strong stewards of our own campus to ensure long-term viability as an institution."

<http://strategicplan.tufts.edu/>

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

<http://president.tufts.edu/strategic-initiatives/campus-sustainability/>

**Responsible Party**

**Patricia Campbell**

Executive VP

Office of the Executive VP

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**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.

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

**Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

All schools have student councils or governments.

**Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:**

No

**A brief description of student representation on the governing body, including how the representatives are selected:**

Undergraduate and graduate schools send one representative to standing committees of the board to act as non-voting members. The Committees with student representation are: 1. Academic Affairs and 2. Administration and Finance and Advancement.

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	No

<b>Establishing new policies, programs, or initiatives</b>	No
<b>Strategic and long-term planning</b>	No
<b>Existing or prospective physical resources</b>	No
<b>Budgeting, staffing and financial planning</b>	No
<b>Communications processes and transparency practices</b>	No
<b>Prioritization of programs and projects</b>	No

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

Students were encouraged to participate in revision of the vision and mission during the creation of the new strategic plan (T10) in 2013. Students are regularly included in working groups to consider policy and often students initiate suggestions for policy. For example, a workers rights coalition is currently working with the university on its purchasing policies.

Additionally, strategic planning is also done at the school level and student input is requested.

**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

No

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

Schools have a variety of administrative feedback groups to advise leadership.

**Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:**

No

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

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**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

Non-supervisory staff are encouraged to contribute to the organizational mission and strategic planning through open meetings, on-line feedback mechanisms and office hours with senior administrators.

**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

See below.

**Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:**

Yes

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

Faculty select representatives to standing committees of the board to act as non-voting members. The Committees with faculty representation are: 1. Academic Affairs 2. Administration and Finance 3. Advancement. The faculty representation rotates among the school faculties.

**Do faculty have a formal role in decision-making in regard to the following?:**

	Yes or No
<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	---
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

Faculty discuss, deliberate and vote at school faculty bodies regarding school policy and resources. For example decisions about credit for on-line courses were made by the faculty in Arts Sciences and Engineering at their joint faculty meeting. Planning and decisions about new facilities on the Medford campus are made through the capital budget process reflecting the needs expressed by faculty and approved by the University Executive Capital Committee. For example currently faculty are the primary members of working groups convened to determine the program for the design of a new science and engineering center.

**The website URL where information about the institution's governance structure is available:**

[http://www.tufts.edu/home/get\\_to\\_know\\_tufts/university\\_leadership/](http://www.tufts.edu/home/get_to_know_tufts/university_leadership/)

# 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.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

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## Responsible Party

**Michael A Baenen**  
Chief of Staff  
President's Office

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## Criteria

### Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
  - Staff
  - Faculty
  - Administrators
- 

### Submission Note:

The University is currently filling the position of Chief Diversity Officer. The CDO will have at least one full-time assistant and other partial assistants through the Office of the Provost. The CDO will work closely with many offices and individuals around the university to achieve Tufts' diversity and equity goals.

Responsibility for diversity and inclusion activities is distributed to many offices and individuals at Tufts, including:

- Deans of students and Deans' offices at each school
- Academic and faculty affairs officers
- Affirmative action officers in each university unit
- All cultural center directors and center staff
- All employees of the Office of Equal Opportunity

The Office of Equal Opportunity offers Non-Discrimination Policy trainings available to all employees at the university. Although not all staff have participated in this training, all personnel who are responsible for hiring and promoting employees and for the development and implementation of university programs or activities are charged to support this non-discrimination effort.

Recommendations from the Council on Diversity report, released in December 2013 call for trainings to be made available to staff. Implementation is set to begin in 2014.

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:**

Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

The university-wide Council on Diversity, established in 2012, was charged with determining how Tufts might best recruit, retain, and nurture a diverse community of students, faculty, and staff, and with establishing how we might foster the cultural competence and attitudes necessary to support and sustain healthy and productive interactions both within and beyond such a diverse university community. More clearly defining and establishing the place of diversity in our institutional mission, and strengthening the diversity-related skills and sensibilities of our students, faculty and staff, have emerged as a top priorities for the university. In 2014, a search for an Associate Provost and Chief Diversity Office (CDO) began. To be concluded this academic year, the search calls for a CDO that will be a leader in promoting an institutional culture that values and supports diversity on all of Tufts' campuses. This individual's primary responsibilities as CDO will include:

- Ensuring that the recommendations of the Council on Diversity are prioritized and operationalized.
- Ensuring that staff across the university involved with diversity and inclusion issues and initiatives are working in a manner that is congruent with and supportive of Tufts' mission and vision.
- Overseeing defined central programmatic initiatives (e.g., graduate diversity recruitment).
- Developing metrics applicable to both the university and individual schools and divisions, and possibly a scorecard, to ensure accountability, tracking, and monitoring of efforts.
- Ensuring ongoing attention to metrics, benchmarking, and best practices with respect to diversity and inclusion.
- Advising senior leaders centrally and within schools and divisions on issues of diversity and inclusion.
- Supervising program staff to be assigned to CDO projects in accordance with the overall staffing model within the Office of the Provost.
- Providing annual updates to the Academic and Administrative Councils, as well as regular updates to the Academic Affairs Committee of the Board of Trustees.
- Representing Tufts with external stakeholders including the community to ensure Tufts' commitment to diversity and inclusion extends beyond its campuses.

Going forward, Tufts' president will chair an updated Council on Diversity 2.0, which will focus on policy and strategy and include limited university-wide representation. In addition, the new CDO will convene a Diversity Coordinating Committee which will focus on cultivating organizational effectiveness with respect to diversity and inclusion and involve diversity point persons from each school, division and major department. This committee will share best practices and resources to address issues around diversity and inclusion.

**The full-time equivalent of people employed in the diversity and equity office:**

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**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://president.tufts.edu/strategic-initiatives/diversity/>

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	No
<b>Faculty</b>	No
<b>Administrators</b>	No

**A brief description of the cultural competence trainings and activities:**

Examples of trainings and activities for students:

- The Jonathan M. Tisch College of Citizenship and Public Service serves every student at Tufts University by supporting them to maximize their positive impact with communities on and off campus. Through advocacy, research, service, and many other opportunities, the school partners with students to identify engaging courses, avenues for mentorship, and activities that match their interests.
- Orientation for incoming first-year undergraduate students includes two programs directly concerned with diversity.
- The Office of Intercultural & Social Identities Programs (ISIP) engages students in an exploration of individual and group social identities. Through the lens of social justice education, ISIP highlights the importance of respecting and appreciating racial, ethnic, and identity diversity.
- Specifically for graduate students, the Multi-Ethnic Graduate Alliance (MEGA) is a social and educational organization serving all Tufts graduate and professional students. The organization brings together students from all backgrounds and life experiences for social and educational events often planned by the students themselves.
- The medical school and dental school provide mandatory online training programs for students to complete prior to undertaking work in our host communities. This training includes a heavy emphasis on personal social identity and sensitivity while working in diverse communities. This program is currently being adapted for the veterinary and nutrition schools.
- Tisch College has created Civic Seed, a video game, to prepare students prior to engaging in community work. This game includes a heavy emphasis on personal social identity and sensitivity working in diverse communities.

Examples of trainings and activities for staff, including administrators:

- The Office of Intercultural & Social Identities Programs (ISIP) offers infrastructure to staff from around the University for creating and promoting university-wide events, activities and resources for underrepresented groups.

Examples of trainings and activities for faculty:

- Tufts University's Center for the Enhancement of Learning and Teaching (CELT) is a central resource for faculty at all schools and divisions at Tufts. CELT promotes teaching innovation and support teaching-related initiatives, while collaborating and coordinating faculty development initiatives between campuses. CELT offers workshops, events, and an array of other resources.

**The website URL where information about the cultural competence trainings is available:**





# Assessing Diversity and Equity

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## Responsible Party

**Michael A Baenen**

Chief of Staff

President's Office

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## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
  2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
  3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
  4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
- 

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

## Has the institution assessed diversity and equity in terms of campus climate?:

Yes

## A brief description of the campus climate assessment(s) :

Regular assessments like the Senior Survey and Sophomore Survey are administered through the Office of Institutional Research & Evaluation. Questions focus on student's perceptions of campus life and campus diversity and equity. These surveys continually have a response rate greater than 90%.

In 2013, the university-wide Council on Diversity administered a first-ever diversity and inclusion climate survey to all graduate and professional students. Questions included:

Did you experience challenges in becoming a part of the community at your school?

Is the climate at Tufts comfortable for you to interact with: graduate/professional students in your school? What about Tufts graduate/professional students outside your school?

Is the climate of your graduate or professional school at Tufts supportive of diversity and inclusion?

My specific academic needs were accommodated.

My unique background has been respected.

I have received encouragement and support.

## **Has the institution assessed student diversity and educational equity?:**

Yes

### **A brief description of the student diversity and educational equity assessment(s):**

Regular assessments like the Senior Survey and Sophomore Survey are administered through the Office of Institutional Research & Evaluation. Questions focus on students' perceptions of campus life and campus diversity and equity. These surveys continually have a response rate greater than 90%. Questions include:

Please rate your satisfaction with the following aspects of the campus environment:

Cultural life on campus

Social life on campus

Climate for ethnic/racial minority students on campus

Degree of ethnic/racial diversity on campus

Sense of community on campus

Sense of community where you live

Feeling of security on campus

Please indicate your level of agreement with each of the statements below:

The Tufts curriculum prepared me to function well in a multicultural society.

My extra-curricular activities at Tufts prepared me to function well in a multicultural society.

Sexual harassment is a campus problem.

Racism is a campus problem.

Homophobia is a campus problem.

In 2013, the university-wide Council on Diversity administered a diversity and inclusion climate survey to all graduate and professional students. Questions include:

Someone has been accessible to help me.

Do you currently have a mentor?

How did you identify your mentor?

Does your mentor share your background and/or values?

Do you believe that your relationship with your mentor is likely to continue after you leave Tufts?

During your graduate or professional studies, how often have you: Participated in any career-preparation workshops? Attended any conferences? Received tips on how to network? Received tips on how to construct your CV, cover letter, etc.?

## **Has the institution assessed employee diversity and employment equity?:**

Yes

### **A brief description of the employee diversity and employment equity assessment(s):**

There are many ways that Tufts assesses employee diversity and educational equity, including the annual Tufts Fact Book administered by the Office of Institutional Research and Evaluation. The Fact Book is a compilation of basic information including statistics related to underrepresented groups and people of color. In addition our University Dashboard shows two indicators: proportion of female faculty and the number of faculty of color.

As an Affirmative Action employer, Tufts is required by law to file a yearly Affirmative Action Plan (AAP). The AAP, based on US Census data, provides a benchmark for comparison with similarly situated peer institutions and provides milestones for tracking and measuring our efforts in areas such as candidate pool diversity, and diversity of Tufts' employee population versus the census data.

The Excellence At-Work Survey, administered to employees in 2011-2012, was undertaken to identify and address areas that employees consider important to improving the quality of their work life.

Tisch College undertook a survey of staff and students with regard to diversity and inclusion in 2013.

**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

Yes

**A brief description of the governance and public engagement assessment(s):**

There are many ways that Tufts assesses governance and public engagement, including:

- The 2013 T10 Strategic Plan, approved by the Board of Trustees in November 2013, provides a foundation for a more interconnected university. After reports from 12 working groups and committees, “Engaging and Celebrating Commonalities and Differences” was identified as one of four main themes for Tufts in the next ten years.
- Also as part of the strategic planning assessment, Tufts’ mission statement was revised and voted on by the Board of Trustees to convey a more contemporary approach to diversity issues and articulating a strong commitment to inclusion.
- The Board of Trustees program and the Committee on Trusteeship nominates new membership and takes responsibility for ensuring that the Board of Trustees program continues to serve Tufts along its institutional mission and goals.
- Tisch College is a catalyst for active citizenship at Tufts and is the only university-wide program of its kind. By continuously developing and introducing new active citizenship programming in collaboration with Tufts’ schools, departments, and student groups, Tisch College builds a culture of active citizenship throughout the university as well as local host communities and global partners. This entrepreneurial approach grows the university’s capacity for engagement, and allows the college to reach every student at all of Tufts’ schools.
- Annually for the past 10 years, the Tufts president has hosted a Presidential Symposium on Community Partnerships, engaging students, faculty, staff and community partners in a conversation about how we can improve the quality and impact of our work together.
- Annually, Tisch College’s Lincoln Filene Center for Community Partnerships conducts a survey of community partners to understand what benefits they realize from their partnerships with Tufts, and what Tufts could do better or differently to strengthen the mutual value of those partnerships.

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

<http://provost.tufts.edu/institutionalresearch/fact-book/>

# Support for Underrepresented Groups

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## Responsible Party

**Betsy Byrum**

Education & Outreach Coordinator  
Office of Sustainability

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## 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.

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## Submission Note:

A list of Gender Neutral Bathrooms at Tufts is compiled by the Tufts University LGBT Center and can be found at <http://ase.tufts.edu/lgbt/documents/genderNeutralRestrooms.pdf>

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

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

Yes

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

The Bridge to Liberal Arts Success (BLAST) vision is to develop a strong cohort of scholars from multiple backgrounds who strive for academic excellence, active citizenship, and leadership. BLAST works to instill leadership values that last each scholar for his or her entire college career and beyond. The purpose of the program is to support, develop, and retain students who may be first in their family to attend a four year college, and/or have attended under resourced high school and/or have been affiliated with a college access agency. BLAST is a residential six-week program in the summer prior to the first year at Tufts with program commitments during each of the following academic years. This program prepares students for a rigorous college curriculum and orientation to Tufts culture and resources to provide for a successful transition. Scholars are introduced to engaging speakers in workshops and offered leadership development training that cultivates active citizenship. Each of the students who commits to the BLAST program has met all the requirements to be admitted into Tufts University. Scholars are given the opportunity to participate in the summer program and receive two course credits,

financial support, and workshops relevant to college life. The program can be best understood as follows. (

<http://as.tufts.edu/BLAST/>

)

The School of Engineering and the Center for STEM Diversity, in conjunction with Admissions directs the Bridge to Engineering Success at Tufts (BEST) program, a six-week summer bridge program for incoming engineering students. The program is designed to give nominated students an opportunity to take two Tufts University courses for credit, and participate in academic and college life workshops that are designed to assist incoming first-year underrepresented students transition from high school to college. (

<http://stemdiversity.tufts.edu/best/>

)

Tufts also has a First Generation Council that meets under the direction of Laura Doane, Associate Dean of Transition and First Year Experience.

The Quest Scholars are high financial need students who come to Tufts via Questbridge and receive full scholarships and no loans. (

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

)

Promoting Retention in Science and Engineering (PRISE) is an academic credit program characterized by weekly meetings with student from similar financial and academic backgrounds. Students participate in workshops and research talks from faculty, staff, and industry representatives. PRISE also gives a select group of students enhanced advising and social support during their first two years at Tufts. (

<http://stemdiversity.tufts.edu/prise/>

)

The Health Career Fellows Program helps students from educationally or economically disadvantaged backgrounds succeed in their goal of attaining graduate degrees in public health and medicine.

The Multi-Ethnic Graduate Alliance (MEGA) is a social and educational organization serving graduate students from the Graduate School of Arts and Sciences, the School of Engineering, the Cummings School of Veterinary Medicine, the School of Dental Medicine, The Fletcher School, the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy, the School of Medicine, and the Sackler School of Graduate Biomedical Sciences. Plans include social and educational events supporting diverse students and diversity, and the Graduate Diversity Recruiter program. (

<http://provost.tufts.edu/graduatediversity/multi-ethnic-graduate-alliance-mega/>

)

The Africana; Asian American; International; Latino; Lesbian, Gay, Bisexual, and Transgender; and Women's Centers — the “Group of Six” — work with students on intellectual, leadership, and personal development and serve as advisors to integrate academic and co-curricular activities for the campus community. In conjunction with a range of university departments and offices, the Centers cultivate an environment where diverse student backgrounds and philosophies are supported and valued. The Centers also work with faculty, staff, and students to address academic, climate, and diversity issues.

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

For a more extensive list of programs and more detailed information on the programs above, please visit

<http://provost.tufts.edu/strategic-themes/diversity/diversity-programs-undergraduate/>

(undergraduate diversity programs),

<http://provost.tufts.edu/strategic-themes/diversity/diversity-programs-graduate-and-professiona>

[l-schools/](#)

(graduate and professional diversity programs), and

<http://provost.tufts.edu/strategic-themes/diversity/diversity-programs-university-wide/>

(university-wide diversity programs).

**The website URL where more information about the support programs for underrepresented groups is available:**

<http://provost.tufts.edu/strategic-themes/diversity/>

**Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

Yes

**A brief description of the institution's discrimination response policy, program and/or team:**

Tufts does not discriminate in its educational programs or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender (including pregnancy, sexual harassment and other sexual misconduct including acts of sexual violence such as rape, sexual assault, sexual exploitation and coercion), gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law. Retaliation is also prohibited. Tufts will comply with state and federal laws such as M.G.L. c. 151B, Title IX, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and other similar laws that prohibit discrimination. More detailed Tufts policies and procedures on this topic may be found in the Office of Equal Opportunity Handbook

<http://oeo.tufts.edu/policies-and-procedures/oeo-policies-and-procedures-handbook/>

Unlawful discrimination has no place at Tufts University and offends the University's core values which include a commitment to equal opportunity and inclusion. All Tufts employees, faculty members, students and community members are expected to join with and uphold this commitment.

Any member of the Tufts University community has the right to raise concerns or make a complaint regarding discrimination under this policy without fear of retaliation. Any and all inquiries regarding the application of this statement and related policies may be referred to: Jill Zellmer, MSW, Director of the Office of Equal Opportunity, Title IX and 504 Coordinator, at 617.627.3298 at 196 Boston Avenue, 3rd floor, Medford, MA or at

Jill.Zellmer@tufts.edu

Anonymous complaints may also be made by reporting online at:

<http://tufts-oeo.ethicspoint.com/>

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

<http://oeo.tufts.edu/>

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

**Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:**

Yes



# Support for Future Faculty Diversity

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## Responsible Party

**Michael A Baenen**

Chief of Staff

President's Office

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## Criteria

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

Such programs could take any of the following forms:

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

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

## **Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

Yes

## **A brief description of the institution's programs that help increase the diversity of higher education faculty:**

Tufts belongs to the New England Higher Education Recruitment Consortium (NE-HERC). This consortium of universities provides a website for posting faculty and staff positions and information about resources; convenes semi-annual meetings for member institutions that provide information and opportunities for networking; and emphasizes recruiting a diverse workforce.

Tufts University is also a member of the National GEM Consortium for Graduate Degrees for Minorities in Engineering and Science. The Tufts Center for STEM Diversity offers support programs for graduate programs in science, technology, engineering, and mathematics.

As an Affirmative Action employer, Tufts is required by law to file a yearly Affirmative Action Plan (AAP). The AAP, based on US Census data, provides a benchmark for comparison with similarly situated peer institutions and provides milestones for tracking and measuring our efforts in areas such as candidate pool diversity, and diversity of Tufts' employee population versus the census data. CELT, mentioned earlier, runs a junior faculty mentoring program which helps junior faculty develop a network of mentors to help them find success as researchers, scholars, teachers and family members. This is particularly, but not exclusively, targeted to faculty from under-represented groups.

In addition to these university-wide programs, each school takes measures to ensure that faculty searches yield diverse candidates pools and hires.

**The website URL where more information about the faculty diversity program(s) is available :**

<http://president.tufts.edu/strategic-initiatives/diversity/>

# Affordability and Access

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## Responsible Party

**Patricia Reilly**

Dir Fin Aid&Co-Mgr Stu Fin Svs  
Student Services

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## Criteria

### Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
  - B. The graduation/success rate for low-income students
  - C. The percentage of student financial need met, on average
  - D. The percentage of students graduating with no interest-bearing student loan debt
- 

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

Tufts is committed to making sure that all qualified applicants can afford a Tufts education. All financial aid is awarded on the basis of financial need, as determined through the analysis of family resources. Financial aid packages are comprised of a combination of grants, loans, and work study. Tufts meets 100% of the full demonstrated need of all admitted students and awards more than \$87 million in need-based financial aid to more than 40% of the undergraduate students body. (

<http://admissions.tufts.edu/tuition-and-aid/>

)

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

The AS&E Office of Diversity Education and Development works with faculty and staff (as well as students) to augment the diverse community that exists at Tufts. The office is responsible for developing, implementing, and assessing a range of programs for faculty and staff and for collaborating with offices, departments, and programs in the School of Arts and Sciences and the School of Engineering and other parts of the University, as appropriate, to promote diversity.

The Office provides workshops and other educational sessions, is a resource for consultations, develops a variety of resource materials, and helps to plan some diversity-related events on campus. Examples include workshops on topics such as Teaching Diverse Student Populations, Invisible Differences, and Diversifying Curriculum Content; the Inclusive Classroom Project, which provides small grants for faculty who want to work on their curriculum and/or pedagogy to increase the inclusivity of diversity at Tufts; consultations to departments and programs on issues related to diversity, such as how to carry out an assessment of the state of diversity in a department; and consultations to individual faculty on how to create inclusive and nonbiased environments for their teaching and advising.

<http://as.tufts.edu/diversity/diversityOffice.htm>

The Center for STEM also helps faculty and staff accomplish their diversity related goals and coordinates a group of administrators and faculty who run various STEM diversity programs.

<http://stemdiversity.tufts.edu/faculty-and-staff/>

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

Bridge to Engineering Success at Tufts (BEST) is a 6-week summer bridge program for underrepresented first-year engineering students. Nominated students have an opportunity to take 2 Tufts courses for credit and participate in academic and college life workshops, helping them transition from high school to college.

<http://stemdiversity.tufts.edu/best/>

The Bridge to Liberal Arts Success at Tufts (BLAST) program seeks to support, develop, and retain students who may be first in their family to attend a four year college, and/or have attended under resourced high school and/or have been affiliated with a college access agency. BLAST is a residential six-week program in the summer prior to the first year at Tufts with program commitments during each of the following academic years. This program prepares students for a rigorous college curriculum and orientation to Tufts culture and resources to provide for a successful transition.

<http://as.tufts.edu/BLAST/>

The Center for STEM Diversity also works with students from lower-income backgrounds to promote participation in engineering and science.

<http://stemdiversity.tufts.edu/about-us/mission-statement/>

The Retention Task Force, convened by the Dean of Undergraduate Education, focused on assessing and developing resources and programs to support low-income (and first-generation-college) students. Some of the Task Force's recommendations are already in place (e.g., financial aid for Summer Session courses; financial aid for pre-Orientation programs; a half-credit "College 101" course on academic skill-building and time management), and others are in process.

<http://provost.tufts.edu/strategic-themes/diversity/diversity-programs-undergraduate/>

### **A brief description of the institution's scholarships for low-income students:**

Because the full need of all admitted students is met, we do not need to have special scholarships specifically for low income students.

Both the Bridge to Engineering Success at Tufts (BEST) and the Bridge to Liberal Arts Success at Tufts (BLAST) program are free for all students. Tuition, room and board, unlimited dining, travel costs, and textbooks, are provided by the program. Upon completion of the program, students will be awarded a stipend.

Tufts has a partnership with QuestBridge, a national college access organization that helps high-achieving, low-income students connect with elite colleges and universities. QuestBridge helps students apply to, afford, and attend some of the most competitive schools in the United States. (

<http://admissions.tufts.edu/apply/first-year-students/questbridge/>

)

Tufts offers a small scholarship program to help students pay for Tufts Summer Session, with preference given to lower income students who need additional coursework to maintain a satisfactory academic standing and meet their academic goals.

<http://uss.tufts.edu/finaid/aid-policies/Summer.asp>

### **A brief description of any programs to guide parents of low-income students through the higher education experience:**

Tufts maintains a number of resources for parents. These include a Parents Website (

<http://uss.tufts.edu/parents/>

), a class-specific letter sent each summer, and an e-newsletter sent each semester. The university also hosts both on and off campus events to keep families engaged. Tufts also has specific programming for parents during new student orientation.

<http://studentservices.tufts.edu/orientation/default.asp>

### **A brief description of any targeted outreach to recruit students from low-income backgrounds:**

The Voices of Tufts Diversity Experience is an overnight program sponsored by the Office of Undergraduate Admissions to expose high school seniors to the diversity that exists on the Tufts campus. Participants have the opportunity to experience academic and social life by staying with an undergraduate, attending lectures provided by professors, eating in the dining halls, and attending a performance of Tufts musical and dance performance groups. This year's program will take place October 24-25, 2013. Travel assistance is available for students for whom the trip would present a financial hardship. The program is geared toward prospective students in low income or rural areas, first generation college-bound students, students of color, LGBT students, and other students interested in learning about diversity within the Tufts Community.

<http://admissions.tufts.edu/voices>

### **A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

As mentioned above, it is Tufts' policy to meet 100% of the full demonstrated need of all admitted students. Financial Aid has a robust process to meet aid gaps for low-income students, including funding from donors and listed as scholarships.

### **A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

Financial aid awards to students from families with total income of less than \$60,000 do not include student loans. Their full need is met with grants and work study. The standard freshman loan amount is \$5,000, but individual loan amounts may range from \$500 to \$7,000 (maximum). No interest accrues on these loans and no payments are due until after the student graduates or leaves school.

Grants are awards that do not have to be repaid, and Tufts grants are always the largest source of grant aid received by Tufts undergraduates. Tufts Grants exceeded \$58 million in 2010-11 and were by far the largest source of grant aid received by Tufts undergraduates. The amount of Tufts Grants ranged from \$1000 to more than \$55,000 Tufts students also receive grant funds from

federal and state programs such as Pell and SEOG grants, ROTC scholarships, as well as funding from a variety of private sources. The Class of 2014 received more than \$18 million in total aid, \$14 million of which was in the form of grants. More than a third of enrolling freshman received an institutional grant.

<http://admissions.tufts.edu/tuition-and-aid/types-of-aid/>

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

Tufts promotes and makes information about outside scholarships easily accessible to students.

<http://uss.tufts.edu/finaid/FinAidLinks.asp>

The university's Loan Repayment Assistance Program (LRAP) helps eligible Tufts graduates working in public service repay a portion of their annual Tufts-incurred education loan debt. This program is believed to be the first university-wide program of its kind of the country.

<http://lraps.tufts.edu/>

**Does the institution have policies and programs in place to support non-traditional students?:**

Yes

**A brief description of any scholarships provided specifically for part-time students:**

The Bernard Osher Re-entry Scholarship will be awarded to ten students entering the REAL (Resumed Education for Adult Learning) Program. This funding will relieve the financial burden for new students by reducing their loan contributions or the number of hours they need to work.

<http://uss.tufts.edu/undergradEducation/academics/real/finaid.asp>

**A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:**

The Tufts Day Care Center is located on the campus, and students in the REAL program may apply for admission for their children.

<http://uss.tufts.edu/undergradEducation/academics/real/advantages.asp>

## **A brief description of other policies and programs to support non-traditional students:**

The REAL Program (Resumed Education for Adult Learning) is open to adults at least 24 years old who are seeking a Bachelor's degree. Applicants have some college experience, with at least two courses taken at either two- or four-year institutions within the past 5 years. Each of the ~60 REAL students received individual attention from admission to graduation.

REAL students attend the same courses and earn the same degree as other Tufts undergraduates. REAL students are welcome to participate in the many student organizations and have access to all university facilities such as the library, the Academic Resource Center, the counseling center, and the gymnasium, with its state of the art fitness center.

First semester REAL students participate in a credit-bearing seminar that addresses adjustment issues of the adult student while introducing students to Tufts resources. The university also provides REAL students with a space for cooking light meals, meeting with study groups, or just spending time together.

<http://uss.tufts.edu/undergradEducation/academics/real/>

Tufts offers students, including non-traditional students, a number of academic support services, including the opportunity for on-call writing tutoring with Graduate Writing Consultants.

<http://uss.tufts.edu/arc/writingtutoring/consultants.asp>

## **Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

No

## **Indicators that the institution is accessible and affordable to low-income students::**

	<b>Percentage (0-100)</b>
<b>The percentage of entering students that are low-income</b>	---
<b>The graduation/success rate for low-income students</b>	---
<b>The percentage of student financial need met, on average</b>	---
<b>The percentage of students graduating with no interest-bearing student loan debt</b>	---

**The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**



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**The website URL where information about the institution's affordability and access programs is available:**

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# 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.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

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## Responsible Party

**Douglas Ferraro**  
HR Business Analyst  
Human Resources

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## 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.

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**Submission Note:**

Please note that the "Number of employees of contractors working on campus" and "Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements" are approximate.

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

**Number of employees:**

9,594

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

124

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

Yes

**Number of employees of contractors working on campus:**

200

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

200

**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

We do not have access to DTZ's internal contracts or arrangements; We try to make sure that all working conditions are comparable however to the best of our ability. DTZ personnel share the same holidays and bonus days off, for example as our staff and we have in our DTZ contract provisos for the company to purchase cleaning products that are green and good value to the optimal extent possible.

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

Yes

**Number of staff and faculty that receive sustainable compensation:**

124

**Number of employees of contractors that receive sustainable compensation:**

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**A brief description of the standard(s) against which compensation was assessed:**

Tufts University uses a variety of salary surveys to evaluate the wage levels of staff. These salaries compare the University with other institutions (academic and private sector) of similar size. Surveys may be nationally or regionally based.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

Hourly Rate: 12.01 + Benefits 3.45 (fringe rate)

Non-exempt position, benefits eligible

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

Hourly Rate: 12.44

Non-exempt position, not benefits eligible

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

Hourly Rate: 8.00

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

Semi-Monthly: 140.17

Non-benefit eligible PT Assistant Prof works half-hour a week (0.01 FTE)

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

Undergraduate Hourly Rate: 8.00

Graduate Semi-monthly rate: 208.33

**The local legal minimum hourly wage for regular employees:**

8 US/Canadian \$

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or**

**financial support to help meet the child care needs of faculty and staff?:**

Yes

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

**The website URL where information about the institution's sustainable compensation policies and practices is available:**

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# Assessing Employee Satisfaction

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## Responsible Party

**Linda Cataldo**  
VP Human Resources  
Human Resources

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## 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.

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

## **Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:**

Yes

## **The percentage of employees (staff and faculty) assessed, directly or by representative sample:**

100

## **A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

An outside consultant was retained to develop a custom survey for the University

The consultant, an external project manager, the EVP and members of HR met with senior leadership to talk about their goals for the survey

Focus groups, open forums and various methods of communication were used to customize the survey questions for each school and division to identify University-wide, and school/division specific issues to be addressed in the survey

Surveys were sent to all employees with period of time allowed for responding. Multiple email reminders were sent to potential respondents reminding them to participate. Overall the University averaged a participation rate of approximately 60%

## **A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

Survey results were provided in detailed, summary and executive summary formats for various audiences  
Key areas for improvement were identified based on two tiers: University-wide issues, School-wide issues  
Action planning committees were convened in each school to develop action plans to address issues and further engage employees in improving work culture

**The year the employee satisfaction and engagement evaluation was last administered:**

2,010

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

<http://tufts.edu/evp/excellenceatwork>



# Wellness Program

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## Responsible Party

**Kathleen Hewes**  
Senior Wellness Manager  
Human Resources

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## Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
  - Staff
  - Faculty
- 

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

## Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes

## A brief description of the institution's wellness and/or employee assistance program(s):

Tufts' current faculty and staff wellness program, Healthy Tufts: Experience Wellness includes the onsite Wellness Center located on the Medford/Somerville campus and health coaching services on the three campuses. The Wellness Center provides acute care and preventive care services as well as personal health coaching and disease management for faculty, staff, spouses and qualified same sex domestic partners at no charge.

Healthy Tufts: Experience Wellness collaborates with various partners to offer well-rounded and engaging wellness programming which includes biometric health screenings, health risk assessments, lunch and learns and fitness programs. In addition to the Wellness Center, our partners include the university's health insurance providers, the Employee Assistance Program (EAP) and various schools and departments across the university.

The Tufts University Employee Assistance Program (EAP) is for all faculty and staff, their dependents, and household members. The EAP offers help to those who may be experiencing problems related to life changes and personal stress. These services include counseling, legal and financial advice, and a wonderful enhanced benefit of being able to work with a professional to locate day care and elder care resources. (

<http://hr.tufts.edu/benefits/employee-assistance-program/>

)

Tufts' Counseling & Mental Health Service (CMHS) provides individual counseling, groups and workshops, consultations and training, psychiatric medication evaluation, and testing services to students. CMHS is staffed by professionally trained counselors who have special expertise in working with college students and takes a holistic approach to each student, and value each person's unique identity. (

<http://ase.tufts.edu/counseling/>

)

The Department of Health Education fully supports a continuum of education and prevention, early intervention, and access to services and promotes a culture of recovery and healthy life choices for all. Balance Your Life is a Healthy Lifestyle campaign from the Department of Health Education focused on the goals of helping students eat well and getting students active. (

<http://ase.tufts.edu/healthEd/Default.htm>

)

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

<http://hr.tufts.edu/healthandwellness/>

# Workplace Health and Safety

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## Responsible Party

**Peter Nowak**  
Industrial Hygiene  
Environmental Health and Safety

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## 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.

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### Submission Note:

2013 Reporting 3 campus Boston 25, Medford 31, Grafton 13

FTE 2013 3 campus Boston 1556, Medford 2471, Grafton 499

2009 Reporting 3 campus Boston 20, Medford 23, Grafton,11

FTE (Estimate)3 Campus Boston, 1596, Medford 2464, Grafton 492

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	69	54

<b>Full-time equivalent of employees</b>	4,526	4,552
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**Start and end dates of the performance year and baseline year (or three-year periods):**

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	Jan. 1, 2013	Dec. 31, 2013
<b>Baseline Year</b>	Jan. 1, 2009	Dec. 31, 2009

**A brief description of when and why the workplace health and safety baseline was adopted:**

The program to adopt baseline health and safety information was brought about in 2009 by the purchase of an online tracking program. Previous to that all information was collected by hand and documented in Microsoft Excel.

**A brief description of the institution’s workplace health and safety initiatives:**

Tufts Environmental Health and Safety (TEHS) promotes health, safety and environmental protection in teaching, research, public service and administrative activities by providing training, advice and other compliance assistance.

TEHS provides leadership in developing and supporting high quality programs that allow students, faculty and staff to protect themselves from potential health hazards they encounter at the University. Programs include Laboratory Safety, Ergonomics, Radiation Safety, Bio Safety, and Environmental Management.

**The website URL where information about the institution’s workplace health and safety initiatives is available:**

<http://publicsafety.tufts.edu/ehs/>

# 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.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Patricia Campbell**

Executive VP

Office of the Executive VP

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## 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.

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*"---" 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?:**

No

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

The Advisory Committee on Shareholder Responsibility (ACSR) (2007 - present) is a committee designated as an student-run advisory mechanism to the Board of Trustees for making socially responsible investment decisions. The ACSR's charter calls for a membership of three undergraduate students to submit formal recommendations on how Tufts University uses its proxy vote on various issues that come before it as a major investor. In 2011 the name of the committee was changed to the Advisory Committee on Endowment Responsibility (ACER).

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

During the 2014-2015 academic year the students have been inactive

## **Examples of CIR actions during the previous three years:**

Held info sessions.

Advocated successfully for short term investment in community banks.

Participated in a separate working group to review possible divestment from fossil fuel companies.

**The website URL where information about the CIR is available:**

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## Responsible Party

**David Hohmann**

Director of Administration & Risk  
Investment Office

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## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years



- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

**Total value of the investment pool:**

1,510,810,205 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	46,619,782 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	---
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	109,390,376 US/Canadian \$
<b>Community development financial institutions (CDFIs) or the equivalent</b>	---
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	---
<b>Green revolving loan funds that are funded from the endowment</b>	---

**A brief description of the companies, funds, and/or institutions referenced above:**

The sustainability industries invested in are primarily timber and some sustainable energy funds.

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

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

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**The sustainable investment policy:**

N/A

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

No

**A brief description of how the policy is applied, including recent examples:**

N/A

**Does the institution's sustainable investment policy include negative screens?:**

No

**A brief description of the negative screens and how they have been implemented:**

N/A

**Approximate percentage of the endowment that the negative screens apply to:**

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**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

**A copy of the proxy voting guidelines or proxy record:**

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**A brief description of how managers are adhering to proxy voting guidelines:**

N/A

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

N/A

**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

No

**A brief description of the investor networks and/or collaborations:**

N/A

**The website URL where information about the institution's sustainable investment efforts is available:**

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# Investment Disclosure

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## Responsible Party

**David Hohmann**

Director of Administration & Risk  
Investment Office

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## 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.

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*"---" 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:**

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**A copy of the investment holdings snapshot:**

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**The website URL where the holdings snapshot is publicly available:**

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# 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.

<b>Credit</b>
Innovation 1
Innovation 2
Innovation 3
Innovation 4

## Responsible Party

**Nicole Holland, DDS, MS**

Assistant Professor; Director of Health Communication, Education, and Promotion  
Department of Public Health and Community Service; Tufts University School of Dental Medicine

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## 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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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Tufts University School of Dental Medicine: Diversity Engagement Survey

**A brief description of the innovative policy, practice, program, or outcome :**

Tufts University School of Dental Medicine (TUSDM) has administered its first institutional climate assessment that focuses exclusively on diversity and inclusion. The purpose of the TUSDM DES was to determine the following: 1) degree of engagement by all faculty, students, and staff at TUSDM 2) inclusive characteristics of TUSDM and 3) degree to which diverse groups experience inclusion at TUSDM. The DES is a validated survey instrument that has been used by academic medical centers across the nation. TUSDM is the first dental school to administer the survey.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

The results of this survey have resulted in the following: 1) formation of a formalized diversity and inclusion subcommittee at TUSDM 2) evaluation of current inclusion programming and 3) development of TUSDM's first Diversity and Inclusion Strategic Plan.

**A letter of affirmation from an individual with relevant expertise:**

[IN-1 Credit Letter.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):**

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No

<b>Grounds</b>	No
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	No
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	Yes
<b>Diversity &amp; Affordability</b>	Yes
<b>Health, Wellbeing &amp; Work</b>	Yes
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available :**

<http://diversityengagementsurvey.info/>



## Innovation 2

### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
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.
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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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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.
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For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

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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.
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8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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