Bentley University

The following information was submitted through the STARS Reporting Tool.

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Institutional Characteristics

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Institutional Boundary

Criteria

This won't display

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

Institution type:

Master

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

N/A

Reason for excluding medical school:

N/A

Reason for excluding pharmacy school:

N/A

Reason for excluding public health school:

N/A

Reason for excluding veterinary school:

N/A

Reason for excluding satellite campus:

N/A

Reason for excluding hospital:

N/A

Reason for excluding farm:

N/A

Reason for excluding agricultural experiment station:

N/A

Narrative:

Bentley's mission is to educate creative, ethical, and socially responsible organizational leaders by creating and disseminating impactful knowledge within and across business and the arts and sciences. As a business university, Bentley distinctively integrates business and the liberal arts and provides international leadership in business education and research. Bentley is a leader in promoting ethical and socially responsible enterprise and the critical role of information and communication technology in achieving sustainable high performance. Bachelor of science degrees in 11 business fields; bachelor of arts degrees in five arts and sciences disciplines. The graduate school emphasizes the impact of technology on business practice and offers PhD programs in Business and Accountancy, an MBA with 7 areas of concentration, an integrated MS+MBA, seven Master of Science degrees, and custom executive education programs.

Operational Characteristics

Criteria

n/a

___

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

Endowment size:

203,058,000 *US/Canadian $*

Total campus area:

163 *Acres*

IECC climate region:

Cold

Locale:

Urban fringe of large city

Gross floor area of building space:

1,850,233 *Gross Square Feet*

Conditioned floor area:

1,850,233 *Square Feet*

Floor area of laboratory space:

3,500 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

0 *Square Feet*

Floor area of residential space:

945,607 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	0.10
Coal	2.50
Geothermal	0
Hydro	22.40
Natural gas	38.20
Nuclear	17
Solar photovoltaic	0.10
Wind	8.90
Other (please specify and explain below)	6.30

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

16.8% of the 22.4% specified above is Hydro Electricity that is certified by the Low Impact Hydro Institute (LIHI). This means that these plants meet or exceed rigorous criteria in Eight key areas: river flows, water quality, fish passage and protection, watershed protection, threatened and endangered species protection, cultural resource protection, and facilities recommended for removal.
1.5% of our electricity comes from municipal trash.
3.1% of our electricity is from Oil including diesel and jet.
Other: 6.3 broken down below.
Hydropower- Class I (1.4%)
Hydropower- Class II (2.8%)
Municipal Solid Waste- Class II (1.5%)
Trash-to Energy- Class II (0.7%)

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	28.80

Fuel oil	0.36
Geothermal	0
Natural gas	70.82
Other (please specify and explain below)	0

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

n/a

Academics and Demographics

Criteria

n/a

Number of academic divisions:

2

Number of academic departments (or the equivalent):

17

Full-time equivalent enrollment:

5,117

Full-time equivalent of employees:

718

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

4,168

Total number of graduate students:

1,401

Number of degree-seeking students:

5,569

Number of non-credit students:

0

Number of employees:

841

Number of residential students:

3,343

Number of residential employees:

12

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,556	246
Number of sustainability courses offered	17	0
Number of courses offered that include sustainability	26	2

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

12

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

17

Number of years covered by the data:

One

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

AC_1_Bentley_University_Course_Listing.pdf

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

Included in attachments uploaded.

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

http://academics.bentley.edu/departments/natural-and-applied-sciences/programs

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

The Earth, Environment, and Global Sustainability LSM coordinator, Rick Oches, reads through syllabi and course content before each course is considered to be of substantial sustainability content.

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

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

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

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

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

Does the institution designate sustainability courses in its catalog of course offerings?:
No

Does the institution designate sustainability courses on student transcripts?:
No

Learning Outcomes

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

Submission Note:

All students who graduate from Bentley University graduate with sustainability learning outcomes as these elements are integrated in to the General Business Core which is mandatory for all students.

"---" *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:
6,097

Total number of graduates from degree programs:
6,097

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

Majors offered at Bentley University.docx

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

All Degree programs have Sustainability learning outcomes.

This list is available here:

http://www.bentley.edu/offices/academic-services/bachelor-arts

and here:

http://www.bentley.edu/offices/academic-services/bachelor-science

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

Upon completion of the General Business requirements, students will have/be and be able to:

Goal One: Knowledgeable about business practices.
Objectives: Students will be able to:
1.1 Identify, analyze, and evaluate organizations' business functions, processes, and strategies.
1.2: Define and/or map business processes
1.3: Ensure alignment of processes, structures, technology, and strategy
1.4 Demonstrate knowledge of and ability to apply basic concepts in accounting and finance
1.5 Demonstrate knowledge of and ability to apply basic concepts in marketing and operations management
1.6 Demonstrate knowledge of and ability to apply basic concepts in management

Goal Two: Analytical thinkers and creative problem solvers.
Objectives: Students will be able to:
2.1 Identify a business problem and its relevant stakeholders.
2.2 Evaluate the logic, validity, and relevance of qualitative and quantitative data.
2.3 Synthesize information to arrive at reasoned conclusions.
2.4 Develop and evaluate alternative solutions and choose the most appropriate course of action.
2.5 Recommend creative solutions to business problems.

Goal Three: Understand the role of business in global society and be ethically and socially responsible.
Objectives: Students will be able to:
3.1: Recognize and identify ethical issues and dilemmas and the consequences of engaging in unethical conduct.
3.2 Explain the importance of being socially responsible and will recognize that what is legally permissible may not be ethically responsible.
3.4 Demonstrate personal competencies associated with environments where there are cultural norms and behaviors different from their own.

Goal Four: Proficient in the use of information technology.

Objectives: Students will be able to:

4.1: Use information technology to identify, analyze, solve and communicate about business problems.

Goal Five: Effective team leaders and members

Objectives: Students will be able to:

5.1: Demonstrate an ability to work as effective team leaders and team members

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

http://www.bentley.edu/academics/departments/learning-goals-and-objectives

Undergraduate Program

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Earth, Environment, and Global Sustainability (Liberal Studies Major)

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

There is an liberal studies major concentration in Earth, Environment, and Global Sustainability (EEGS) which includes eight courses provides students with a background in Earth or environmental systems together with global perspectives on the challenges of sustainable development.

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

http://academics.bentley.edu/sites/academics.bentley.edu/files/EEGS%20LSM%20Requirements_0812.pdf

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

B.A. in Sustainability Science

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

Additionally, there is a bachelor of arts program in Sustainability Science which includes coursework in natural resource policy, environmental economics, environmental chemistry, green biology, with the ability to concentrate in different fields for a customized educational experience.

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

http://academics.bentley.edu/sites/academics.bentley.edu/files/Sustainability%20Science%20Flyer %20FINAL%20WITH%20REQUIREMENTS-1.pdf

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

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

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

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

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

Yes

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

Earth, Environment, and Global Sustainability (Liberal Studies) Minor

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

There is also an liberal studies minor concentration in Earth, Environment, and Global Sustainability (EEGS), which includes four courses, provides students with a background in Earth or environmental systems together with global perspectives on the challenges of sustainable development.

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

http://academics.bentley.edu/sites/academics.bentley.edu/files/EEGS%20LSM%20Requirements_0812.p df

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

Minor in Natural and Applied Sciences

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

The minor in natural and applied sciences comprises four courses related to the sciences. This minor is intended to encourage students to explore the sciences beyond the required NS and NS/MA electives. Given the broad spectrum of the science courses available at Bentley, students must work with a department advisor to develop a curriculum that is balanced in breath and depth.

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

http://academics.bentley.edu/sites/academics.bentley.edu/files/departments/natural-applied-scie
nces/Minor%20in%20Natural%20and%20Applied%20Sciences.pdf

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

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

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

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

Graduate Program

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*.

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

Graduate Program

Immersive Experience

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

   And/or

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

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

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

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

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

Yes

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

Bentley Ghana Project summer internship: In 2006, Bentley began working closely with The Mmofra Trom Education Center near Somanya, Ghana, to provide services to disadvantaged children in the surrounding villages. Bentley has now developed relationships with more than 15 Non-Government Organizations (NGOs) in Ghana. The goal of Bentley is to contribute to the economic development of its "partners in learning" in exchange for rich learning experiences for students and the greater Bentley community. This began with the relationship with The Mmofra Trom Education Center whose primary purpose is to provide access to education, health care, job skills training, and employment opportunities. The goal of Bentley's involvement with the center is to contribute to its intention of becoming self-sustaining, while furthering the education of Bentley students through service-learning projects.

Global Health Challenges course: One professor brings his students to Ghana or Ethiopia to get a hands-on understanding of the difficulties facing developing nations in addressing their citizens' healthcare needs.

Science of Sustainability course: travel to Ghana (similar to Global Health Challenges above)

Principles of Geology in Iceland: The overall goal of this course is to introduce non-science-major undergraduate students to fundamental principles of Earth Science and to build and apply that knowledge through hands-on field-based and classroom activities. An additional goal is to increase Earth science literacy of students, citizens, and future business leaders so that they can make more informed decisions about Earth resources, natural hazards, and the relationship between humans and their geologic environment. Special emphasis for Bentley Abroad version of this course in Iceland will be volcanic activity related to plate boundaries and hot spots, glacier fluctuations and related jökulhlaups, stream flow processes, geysers, geothermal energy, and global climate change on a variety of time scales.

Coastal Geology of Cape Cod: A field-oriented course investigating various ecosystems of Cape Cod, focusing on the variety and types of organisms found in each area and their interrelationships with their natural surroundings. The ecosystems to be studied in this one-week intensive course on Cape Cod include sandy beaches and dunes, salt marshes, estuaries, rocky intertidal habitats, saltwater and freshwater ponds, and a rare Atlantic White Cedar swamp.

Global Climate Change in New Zealand: Examines basic concepts of weather and climate, such as structure of the atmosphere, ocean and atmospheric circulation, and latitudinal and seasonal changes in relationship to distribution of land and water bodies on Earth. Also considered are temporal changes in large-scale climatic phenomena, such as atmospheric carbon dioxide, glaciations, sea level change, monsoons, impact of volcanoes, El Nino/Southern Oscillation (ENSO), Greenhouse Effect, stratospheric ozone depletion, desertification, as well as human impacts on climate.

EC 3900 France nuclear power: spring break immersive experience: The trip was part of the Special Topics in Energy Economics & International Markets course, which examines economic theory, empirical perspectives and the political economy of energy supply and demand. Students will also participate in a group research project that critically examines a major energy policy issue facing New England, France or the nation.The goal is for students to acquire economic fundamentals and the institutional knowledge needed to implement sound economic decisions pertaining to various energy alternatives.

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

http://initiatives.bentley.edu/

Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Sustainability Literacy Assessment

Incentives for Developing Courses

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

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

Although the institution does not have explicit funding, there is professional development and summer research funding for pedagogy in sustainability.

Another option for professors are the Rauch grants for research and curriculum development. If a professor has a particular idea for a sustainability related course, he/she can propose funding through traditional grants.

The Valente Center for Arts and Sciences has a Faculty Fellow program that will award a course release (take on one less course for semester) for a range of activities, including creative pedagogy development in sustainability.

There is an existing NSF grant for integrating Earth and Environmental Science into the Business Curriculum through collaborative development of course modules and activities between science and business faculty. This has provided funding for central complex modules which have been integrated into both science and business. For example, ethanol production.

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

Course release in the case of the Valente Center, a stipend to pay for summer salary, or research grant to pay expenses for professional development in the case of the Rauch grants.

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

http://www.bentley.edu/centers/valente-center/faculty-opportunities

Campus as a Living Laboratory

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

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

	Yes or No

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

A professor who teaches Global Climate Change (NASE 337) asked his students to do an energy waste analysis on 2 buildings on campus that have an issue with lighting being left on overnight. The project was then translated from KwH to carbon dioxide equivalent to study the climate change effects.

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:

Bentley University has a solar wall located in the gymnasium. This wall has a sign in front of it that explains how the wall uses solar energy to heat a portion of the gym. This wall is a sustainable option for energy and students learn about this in the NASE 344 (Energy Alternatives) elective. Students do projects for various classes studying the effects of the wall.

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:

There are many initiatives to encourage students and faculty to be more sustainable in the dining aspect of campus life. These initiatives include but are not limited to: saving $.25 when you bring a reusable cup to purchase coffee or tea, The Better Tomorrow Plan, trayless dining, and recycling cooking oil. The Better Tomorrow Plan focuses on local products and conserving the environment, trayless dining has reduced the amount of waste by 52,000 pounds per year, and Sodexo's used cooking oil becomes biofuel to heat local homes. Sodexo employs a green dining intern jointly managed by the Office of Sustainability whose job is to educate their fellow students about these initiatives. More information can be found at:

http://www.bentley.edu/offices/sustainability/green-dining

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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 often examine the feasibility of renewable energy installations on Bentley's campus. This is because Bentley does not yet have a significant renewable energy system installed. Bentley currently has a solar wall on our Dana Center athletic facility, but this installation does not contribute any significant reduction in greenhouse gasses.
While exploring this issue, students have written about the installation of a wind turbine on campus, as well as solar and what the payback could be. In NASE344 (Alternative Energy) a group of students wrote their final paper on a survey of renewable energy installations on New England Campuses. They explored tax incentives, renewable energy credits, carbon footprint impact and return on investment. The paper was written at the request of the Office of Sustainability to inform the exploration of increased renewable energy installations on campus.

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:

Bentley's campus grounds include a protected area called the Bentley Pond. This unique water feature is home to a few different protected species. Several courses in the Natural and Applied Sciences department use the pond as a living laboratory including NASE328 (water quality) which studies drinking water and its sources, delivery, and treatment as well as the treatment and disposal of wastewater. In the course students analyze local water samples for bacteria, heavy metals, pesticides, and fertilizers. Samples are sourced from the Bentley Pond, the Charles River, and Walden Pond.

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:

Students in the Student Government Association have worked with the Purchasing department to ban Styrofoam and to switch campus over to 30% recycled paper. These both were student –led efforts which included doing research, passing a bill, and making a formal

presentation to Purchasing. More information can be found at:

http://www.bentley.edu/offices/sustainability/green-it

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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:

N/A

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:

An environmental psychology class has partnered with the Office of Sustainability to assess the efficacy of signage for recycling on campus. The results of this project highlighted several improvements for Bentley's waste diversion practices. In addition our Eco-Rep student group does in person recycling trainings with the campus community in the dining areas to try and influence behavior.
The Office of Sustainability employs an intern who logs waste and recycling tonnage reports and keeps track of our diversion rate. Interns have also been instrumental in improving waste and recycling collection on campus.
The Green Dining Intern is instrumental in training and auditing waste practices in our kitchen areas.

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:

In the past year, promotion of drinking tap water over bottled water is starting to gain traction on campus. Facilities Management has installed 9 touchless water fountains to encourage students to use reusable water bottles. This past year two students in Com 210 (Effective Speaking) chose to do their final oral projects on the drawbacks and impacts of bottled water. Students in this class were allowed to pick from a variety of topics including sustainability related issues. Their speeches were forwarded to the Office of Sustainability to show support for the issue on campus.

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:

n/a

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

n/a

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

Bentley's campus has an active Center for Health and Wellness with nurses and counselors available to students. Students in Expository Writing classes are often challenged to write pieces on alcohol or drug abuse, and stress in the college environment. These students access the clinicians at the Center for Health and Wellness for their research.

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:

Bentley University has a one of a kind "Trading Room" where students learn about stock market functionality and simulate trading on the stock market floor. Many courses in the Accounting, Finance, Economics and Math Departments use the trading room in course work. For example, in GB112 (Tools and Concepts in Accounting and Finance) Students are tasked with determining the investment quality of a company. Criteria include financial and accounting data, relevant company policies, and the triple bottom line.
The Bentley Corporate Immersion Institute brings sustainable startups to campus. Students are engaged in a forum where the startups share information about their business model and receive feedback from students.

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:

Over 1,000 students per year are engaged in Bentley's Service Learning center. A number of them have projects directly related to a 4th credit option for a course. The students who use the 4th credit option are required to journal about their experiences and create a final deliverable to sum up their project. Students work on myriad projects in the local community providing support for educational, sustainability and social justice initiatives.

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:

n/a

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

Number of the institution's faculty and/or staff engaged in sustainability research:
24

Total number of the institution's faculty and/or staff engaged in research:
276

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
8

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

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

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

Rick Oches, Natural and Applied Sciences
David Szymanski, Natural and Applied Sciences
P. Thompson Davis, Natural and Applied Sciences
Barbara Keller, Natural and Applied Sciences
Elva Wohlers, Natural and Applied Sciences
Anna Tary, Natural and Applied Sciences
Anthony Kiszewski, Natural and Applied Sciences
Michael Walsh, Natural and Applied Sciences
Ryan Bouldin, Natural and Applied Sciences
Janette Gartner, Natural and Applied Sciences
Festo Lugolobi, Natural and Applied Sciences

Anthony Buono, Management
Leonard Deneault, Management
Roberta Pellant, Management
Cynthia Clark, Management
Louis Chin, Management

Gesa Kirsch, English and Media Studies/Valente Center

Brian Snyder, Economics
Scott Callan, Economics

Christi Lindblom, Accountancy

Joni Seagar, Global Studies
Kristin Sorensen, Global Studies

Charlie Hadlock, Math

David Missirian, Law

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

Bentley's "Faculty Profiles" database is an elective inventory in which faculty can choose to participate and provide a summary of their research. There is a more extensive internal database in which all research is archived, but it is not easily searchable for 'sustainability' as a topic.

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

Faculty from the Natural and Applied Sciences Dept. received an NSF grant related to integrating sustainability and science into the business curriculum. The professors who applied for the grant have worked closely with professors in other departments (economics, global studies) to create several sustainability, economics and public policy courses that all use the same USDA data set on corn ethanol. They created modules that cross interdisciplinary boundaries so that students are looking at issues with corn ethanol from many different angles including: chemistry, energy, public policy and economics. The goal of this exercise is to teach students that sustainability (and resource) challenges are multifaceted and cannot be solved by looking at the issue through one lens (only economics for example). The professors will seek another grant following this methodology using natural gas hydraulic fracturing data in which classes will study the science behind fracking" the public health challenges, the economics costs and benefits, and the public policy debate.

The website URL where information about sustainability research is available:

http://www.bentley.edu/ideas

Support for Research

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

All Liberal Studies majors must complete a culminating project, so the Earth, Environment, and Global Sustainability major produce culminating research projects that demonstrate students' transdisciplinary insights, connections, and understandings as a consequence of their work within the concentration

The Valente Center for Arts and Sciences funds a research assistantship program in which students can work directly with faculty on research and even co-author research publications.

The Natural and Applied Sciences department also encourages students to apply for external grants such as through the National Science Foundation to pursue independent research.

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

http://www.bentley.edu/centers/valente-center/student-research-assistantships

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:

Traditional grants and fellowships are given each year to faculty in any discipline and are open to sustainability-focused material. This fall, a Natural and Applied Sciences professor received a course release to develop a grant proposal for NSF.

The Valente Center for Arts and Sciences seeks out grant opportunities to encourage faculty research in sustainability.

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

http://www.bentley.edu/centers/valente-center/faculty-research-fellowships

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:

Interdisciplinary research is highly valued and supported, although it is not an explicit policy. This is achieved through both a Research Council, which connects faculty of similar research topics together, and research mentors, which are senior faculty who have indicated they are willing to serve as research mentors, along with the specific areas in which they can contribute to projects.

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

http://www.bentley.edu/research/research-mentors

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 library provides a wide range of journals in Sustainability science, Environmental Management, Environmental Science to support faculty and student research and learning in the field of sustainability. Some examples include the Environmental Studies & Policy Collection, GeoScience World, Science in Context, and ProQuest Science Journals.

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

Access to Research

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

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.

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

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

17

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

0

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

Individual faculty may elect to publish in open access journals, but there is no institutional policy or database that provides open access to faculty publications (due to copyright issues).

A copy of the open access policy:

The open access policy:

N/A

The website URL where the open access repository is available:

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

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

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

Number of degree-seeking students enrolled at the institution:
5,537

Name of the student educators program (1st program):
Student Eco Reps Program

Number of students served (i.e. directly targeted) by the program (1st program):
3,343

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

The Student Eco-Rep program was created by The Office of Sustainability and the Bentley Residential Housing Association (RHA) in January 2010. The Eco-Reps run a Green Certification Program, a sustainability audit process for departments and student groups. The Eco Reps also coordinate recycling training in dining halls and other awareness events like a Waste Awareness Week dumpster dive.

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

Each residence hall has up to three Eco-Reps who serve as sustainability peer-educators. Students run for Eco-Rep positions in their residence halls during the RHA Hall Council elections each fall.

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

Through weekly meetings, the manager of the Office of Sustainability and the president of the Eco Reps educate other Eco Reps about current projects and sustainability issues in general. Many Eco Reps also partake in the Northeast Eco Rep Symposium each year, which allows students to learn from other universities' Eco Rep program.

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

The Office of Sustainability funds attendance to the Eco Rep Symposium and other materials needed for events. The Eco Reps also have a portion of the Residence Hall Association's budget to spend on programming.

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

Bentley Green Society

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

5,537

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

The Bentley Green Society's primary purpose is to educate the Bentley community on the environmental challenges that the institution and global community are facing. By hosting themed awareness events, Green Society hopes to incite action within the campus community. The Green Society runs the Blackout Challenge, Recycling Exchange event, and Earth Day festivities and partners with the Office of Sustainability in support of the Sustainability Film Series each year.

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

The Green Society Executive Board is elected by the general body in the spring of each year. All students who exhibit interest are welcome to join and are educated by the adviser, the manager of the Office of Sustainability, and the Executive board.

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

The Office of Sustainability uses the film series and other educational opportunities to get students up to date on sustainability issues.

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

The Allocation and Internal Audit Committee oversees all student organization funds and approves a semester budget for Green Society ranging from $300 to $2,000 depending upon allocation among organizations.

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

Student Government Association Sustainability Project Group

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

5,537

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

During the fall 2009 semester, the Student Government Association created the Sustainability Project Group as a means to ensure that students are engaged in sustainability initiatives. The Bentley Student Government Association (SGA) is a governing body that tries to better the university environment for all students. This is achieved through a collaborative effort between the students and university administration. Members of SGA seek out the interests and opinions of the student body as a whole and make recommendations to university officials based on their findings. The group has been extremely successful in bringing changes to Bentley's campus including the creation of informational Heating and Cooling videos to address student confusion over heating and cooling systems in the residence halls, banning styrofoam from all campus retailers, and increasing the amount of recycled content paper purchased by the institution.

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

Students run and are elected by all students to the SGA for an academic year.

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

Students who are elected are expected to be educated on policy process and implementation. These students tend to be involved in other student groups (Eco Reps and Green Society) so they are sufficiently educated on these issues.

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

The Student Government Association does not get any funding, as the majority of their work is coordinating within the administration to alter policy which does not require events or recruitment.

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

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

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

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

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

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

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

8,750

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

http://www.bentley.edu/offices/sustainability/join-group

Student Orientation

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

100

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

The Manager of Sustainability gives presentations at several optional orientation and required sessions: Cultural Adjustment and Immigration Regulations, Session for International Graduate Students, Graduate Student Exposition, the Undergraduate International Student Orientation, Family Orientation Breakout Session, First week "Explore Bentley" Session, and an overview of Sustainability groups, events, and academic opportunities.

Additionally, the Manager of Sustainability educates freshmen on recycling and other campus initiatives at a mandatory "Safety, Fire and Sustainability" session during First Week.

Finally, the Office of Sustainability hosts a table at the RA Resource Fair serving to educate RAs on sustainability topics and providing them with resources to educate their residents.

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

http://www.bentley.edu/campus-life/traditions/first-week

Student Life

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

	Yes or No

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

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

The Student Eco-Rep program was created by The Office of Sustainability and the Bentley Residential Housing Association (RHA) in January 2010. Each residence hall has up to three Eco-Reps who serve as sustainability peer-educators. Students run for Eco-Rep positions in their residence halls during the RHA Hall Council elections each fall. The Eco-Reps run the Green Certification Program. The Bentley Green Society's primary purpose is to educate the Bentley community on the environmental challenges that the institution and global community are facing. By hosting themed awareness events, Green Society hopes to incite action within the campus community. The Green Society runs the Blackout Challenge, RecycleMania and Earth Fest and partners with the Office of Sustainability in support of the Sustainability Film Series each year.

There is also a sustainability committee on the Student Government Association, who works closely with the Manager of Sustainability, facilities administration, and the SGA sustainability project group to address facilities issues and help to make Bentley more sustainable.

The website URL where information about student groups is available:

http://www.bentley.edu/offices/sustainability/join-group

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:

N/A

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

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

N/A

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

A brief description of the sustainable investment or finance initiatives:

The Bentley Microfinance Group is a principally student run organization that falls under Bentley's 501(c)3 non-profit classification. Charged with managing its loan fund, BMG targets lending to local entrepreneurs and small business owners in the Greater Boston area who have found the traditional means of accessing capital closed to them.

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:

C2C Fellows sustainability leadership workshop is designed for young people who want to change the world by the time they are thirty. It is a national network for undergraduates and recent graduates who want high-impact careers in sustainable business and politics. During a C2C Fellows' weekend workshop students learn the leadership skills necessary to succeed, such as how to: raise money, tell a story, build their network, pitch their ideas, and know what they're good at.

The Office of Sustainability also hosts a film series (typically one per month) which are often accompanied by panel discussions of professors and guest speakers.

EarthFest is a community-wide celebration of Earth Day which is a collaborative organizational effort of the Office of Sustainability and Bentley Green Society.

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

http://www.bard.edu/cep/c2c/events/upcoming/

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

The Student Eco Reps periodically put up "The Cube", a 12 foot cube made out of PVC pipes, representing the volume of 1/8 of a metric ton of carbon emissions. This is an effort to make Bentley's carbon emissions more tangible to the average student and employee.

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

https://twitter.com/TheBentleyCube

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

The purpose of the BEAR Outdoors Club is to provide Bentley students the opportunity to integrate outdoor activities with their academic agenda. This club provides an outlet for the students and enables them to meet other recreationally involved students on campus. Trips include rock climbing; hiking, camping, kayaking, water holes, capture the flag, sledding, mountain biking and fishing.

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

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

Part of the Honors Program at Bentley, students are required to complete a capstone culminating research project during their senior year. Students can elect to enroll in a course which has a theme around which all the projects are developed, and this year's theme is "Climate Change and Energy Futures; Think Global – Act Local". This is an optional course; other honors students can do individual projects of their own choosing.

The website URL where information about the theme is available:

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

Wellness housing communities are available for both first-year and upperclass students and foster an environment for a healthy and balanced mind, body and spirit, to achieve personal and academic success.

As a wellness housing resident, students are able to share with your floormates common interests such as: nutrition, fitness, meditation, relaxation, yoga, sports, and ongoing health and wellness education programs

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

http://www.bentley.edu/campus-life/residential-center-dining/specialty-housing

A brief description of sustainability-focused student employment opportunities:

Five internships working for the Office of Sustainability are available to interested students during the academic year. These involve PR and social media, recycling coordination, and webmaster positions.

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

http://www.bentley.edu/offices/sustainability/interns

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

Bentley encourages its graduates to sign the Graduation Pledge of Social and Environmental Responsibility. Tony Buono, coordinator of the Bentley Alliance for Ethics and Social Responsibility, noted that reading student reflections on their activities in preparation to taking the pledge prior to Baccalaureate was "inspiring." "We ask students to look back on what they have taken away from their efforts both on campus and in the wider community, in essence, thinking about how they have evolved as civic leaders. Being part of the pledge program has been a transformative experience for many of our students – they are entering the workforce as talented professionals with a true commitment to making the world a better place."

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

http://www.bentley.edu/newsroom/latest-headlines/graduates-commit-building-healthy-sustainable-and-just-world

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

The Faculty and Staff Eco Rep program was created in June 2010. This program aims to engage faculty and staff in sustainability initiatives and to help train faculty and staff to communicate sustainable behaviors to their departments. Faculty and staff Eco-Reps meet together as a group with the Manager of Sustainability once or twice per month during the academic year and once a month over the summer.

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

http://www.bentley.edu/offices/sustainability/join-group

Outreach Materials and Publications

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

The Office of Sustainability website, hosted on the Bentley website, has all of the information about the Office, news, events, initiatives, how to get involved, academic sustainability concentrations, and other sustainable campus resources. This website is continually managed and updated by one of the Office's interns.

The website URL for the central sustainability website:

http://www.bentley.edu/offices/sustainability

A brief description of the sustainability newsletter:

GreenStep is a monthly "green tip" which is distributed via e-mail to the entire community of students, faculty, and staff. Additionally, Faculty/Staff Eco-Reps are encouraged to hang these posters in common areas such as kitchens or residence halls.

The website URL for the sustainability newsletter:

http://www.bentley.edu/offices/sustainability/greenstep

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

The Office of Sustainability hires a part-time intern to manage its Facebook and Twitter accounts. These pages are updated daily with upcoming events and other informational articles which are pertinent to the Bentley community.

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

https://www.facebook.com/BentleyOfficeofSustainability

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

Student research on sustainability is published and disseminated by the Dept. of Natural and Applied Sciences and by the Valente Center. Capstone research project posters are on display during a student research fair in April of every year. Bulletin boards and display cases also showcase student sustainability research in buildings on campus.

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

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

Each summer, one residence hall is renovated to improve energy efficiency. All the sustainability features of the renovation are described on placards in the stairwells of the building (6-8 in each building).

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

http://www.bentley.edu/offices/sustainability/green-building-and-renovation

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

Our food service partner, Sodexo, maintains a chalkboard at the entrance of dining halls which details the local food being served each day. There are also rotating panes which highlight Sodexo's progress with environmental issues such as waste generation and donation. Finally, the Green Dining Intern writes sustainability reminders such as "Did you know that the bread served at this deli is from a local bakery?" on the sneeze glass of deli/salad bar.

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

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

There are signs at the foot of several gardens which explain that the Grounds department uses organic fertilizer.

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

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

The Office of Sustainability has several webpages devoted to educating commuters about alternative methods of transportation. The webpages include information on taking public transportation, biking, walking, running and carpooling to campus.

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

http://www.bentley.edu/offices/sustainability/transportation

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

The Director of Sustainability has hosted bike-to-work safety presentations for the past two years to educate faculty and staff about safe bike commuting. In these sessions all safety tips are covered including equipment, signaling and riding on the road. Routes to and from the campus are reviewed and analyzed for safety.

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

http://www.bentley.edu/offices/sustainability/take-bike

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

The Green Guide is a booklet that is revised annually and distributed to each residential room/apartment/suite on campus. This is essentially a Bentley students' guide to sustainable living, encompassing green building features and other everyday sustainability tips.

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

http://www.bentley.edu/offices/sustainability/bentley-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:

Starting in fall 2013, the Vanguard, the student newspaper of Bentley, has included a monthly sustainability column written by one of the Office of Sustainability's interns.

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://bentleyvanguard.com/2013/09/26/paratus-for-a-sustainable-future-the-significance-of-sustainability-at-bentley/

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

There is profuse signage about proper recycling activities throughout all eateries and kitchens on campus. The Office of Sustainability also has mission, vision, and progress cards which are disseminated at major events.

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

http://www.bentley.edu/offices/sustainability/single-stream-recycling

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

Yes

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

There is a pamphlet about all recycling initiatives on campus (single-stream, electronics recycling, etc) that is given to all faculty and staff at the beginning of each academic year.

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

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

No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

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):
The Blackout Challenge

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

This is a month-long competition among all residence halls to reduce energy consumption compared to their building's own baseline. The baseline is calculated as a weekly average based on each building's electricity usage in the month prior to the Challenge. For instance, the baseline for October's Blackout Challenge is calculated as an average of two weeks of September's usage. While efficiency upgrades reduce energy consumption in one building without any effort on the students' part, we control for these differences in infrastructure by comparing the reductions to the building's own baseline in the same year. The baseline calculation also allows us to control for the number of occupants or the percentage occupancy in each building, since electricity is not compared on a per-capita basis or as a percentage of the campus's total usage.

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

The main goal of the Blackout Challenge is to create behavioral change once students appreciate how their activities are affecting their building's energy consumption. For example, leaving your TV on, your laptop and cell phone chargers plugged in, and your A/C on with moderate weather all waste energy unnecessarily. Our hope is that the Blackout Challenge gets students thinking about reasonable usage by getting into the habit of turning lights & electronics off when they are not in use, opening windows instead of turning on HVAC units, etc. Additionally, the savings from reducing energy consumption go back to students through annual building renovations and improvements.

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

http://www.bentley.edu/offices/sustainability/blackout-challenge

The name of the campaign (2nd campaign):

Single-stream recycling

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

The Office of Sustainability created a major outreach campaign to educate students, faculty and staff on the university's single-stream recycling program. The education campaign has included: training for freshmen at orientation and First Week, training of RAs who then disseminate information to their residents, provision of recycling information to each residential room on campus via RAs, use of Facebook and Twitter, work by Eco-Reps to educate their peers about recycling in residence halls and dining areas, lunch & learn meetings set up with campus departments to educate faculty and staff on the recycling program.

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

This campaign has resulted in an increase of recycling equal to 3 tons per month over a two year period.

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

http://www.bentley.edu/offices/sustainability/single-stream-recycling

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

Employee Educators Program

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

718

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

Faculty/Staff Eco-Rep Program

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

350

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

One member from each academic department, office, or center elects to be the group's representative at monthly Faculty/Staff Eco Rep meetings. This is purely a voluntary process and does not involve compensation of any kind.

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

There is no "formal" training, but new Eco Reps are often given a crash-course in Bentley's sustainability objectives and constraints. Through monthly meetings, Faculty/Staff Eco Reps are constantly learning more from each other's departments about how to best engage other employees and which best practices to focus on.

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

The Office of Sustainability hosts and pays for periodic low-impact lunches for the Eco-rep group. Otherwise the Faculty Staff Eco Reps does not require financial support from the institution.

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

http://www.bentley.edu/offices/sustainability/join-group

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

Lunch & Learns

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

359

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

Departments approach the Office of Sustainability with interest in a specific topic. Normally the lunch & learn involves a significant portion of the department. It is the Office of Sustainability's hope that those that receive training will serve as peer educators.

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

The Office of Sustainability provides a free lunch and informational presentation to campus departments. Topics include: single stream recycling, energy conservation and online office swap program.

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

The Office of Sustainability hosts and pays for low-impact lunches for various departments for educational and informational meetings. Otherwise the Faculty Staff Eco Reps does not require financial support from the institution.

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Criteria

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

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

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

100

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

The Manager of Sustainability is given 15 minutes out of a 2-hour presentation to talk about primary initiatives (transportation, recycling/waste reduction, efficiency projects, mug discount, carbon footprint) and how new employees can get involved through the Faculty/Staff Eco Rep program.

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

Staff Professional Development

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

As part of the Student Eco Rep's Green Department Certification Program, the Office of Sustainability offers "Lunch & Learn" training to discuss areas of sustainability improvement as well as reinforce topics such as recycling practices, paperless operations, and energy efficiency.

Staff members are also an integral part of our Faculty and Staff Eco-Rep Program. The Faculty and Staff Eco Rep program, created in June 2010. This program aims to engage faculty and staff in sustainability initiatives and to help train faculty and staff to communicate sustainable behaviors to their departments. Faculty and staff Eco-Reps meet together as a group with the Manager of Sustainability once or twice per month during the academic year and once a month over the summer.

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

20

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

http://www.bentley.edu/offices/sustainability/join-group

Public Engagement

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

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

Community Partnerships

Natalie Berland
Manager of Sustainability
Office of Sustainability

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
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* 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) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

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

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

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

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

"---" *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:

Bentley University students go to the Chesterbrook Housing Complex to help children ages 7 to 16 with their homework, skill/team building activities as well as being a mentor. This program provides children with positive role models from the Bentley community and gives the kids inspiration and encouragement to do well. The Bentley students provide lessons to the students such as "Money Matters: Make it Count" which promotes financial responsibility and independence. Bentley has been working with Chesterbrook for a number of years. This is only one of numerous examples of Bentley's community outreach programs.

Bentley also partners with Nagog Hill Farm, a Littleton, MA based farm, to host a local produce Farm Stand each week for students, faculty, and staff. This teaches the community the value of local while still being convenient and accessible. This also supports the local community by giving this farm an unlikely venue.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "collaborative"?:
No

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

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

No

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

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

The website URL where information about sustainability partnerships is available:

http://www.bentley.edu/centers/service-learning-center

Inter-Campus Collaboration

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

Yes

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

1. Bentley hosted a C2C Fellows workshop, facilitated by Bard College for Environmental Policy, which was a weekend-long workshop on sustainability leadership in business and politics. This program was open to all students for a small fee and was free to Bentley students. Over 45 students attended, only 8 of whom were from Bentley.

2. The Director of Sustainability presented at the Association to Advance Collegiate Schools of Business (AACSB) Sustainability conference: a presentation that shared best practices with other business institutions and programs.

3. Each year, the Office of Sustainability covers the cost of 10 students to attend the annual Eco Rep symposium. This allows our sustainability leaders an opportunity to share and borrow ideas and even present about our unique initiatives like the Green Certification Program.

4. The Office of Sustainability's "Sustainability Film Series" is open to the public and Waltham residents are encouraged to attend.

5. The Bentley Service Learning Center has worked to incorporate sustainability service learning projects into its programs. Students have recently done energy efficiency education and outreach work for local small businesses.

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:

1. American College and University Presidents' Climate Commitment
2. Association for the Advancement of Collegiate Schools of Business (AACSB)

3. AASHE

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

1. Bentley is an American College and University Presidents' Climate Commitment (ACUPCC) signatory and Bentley's President Gloria Larson is on the Steering Committee.

2. Bentley is also an active AASHE member; both employees of the Office of Sustainability attend AASHE's annual conferences to share ideas with other member institutions.

3. Bentley's Manager and Director of Sustainability regularly collaborate with other campuses to discuss best practices and advance sustainability.

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

Continuing Education

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Community Service

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

1,000

Total number of students :

4,696

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:

88,000

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:

The 4th-credit option offers students the opportunity to earn an additional academic credit in conjunction with a three-credit course. This program enhances learning by helping students apply course concepts in the world outside of the classroom, using knowledge gained in

class to assist others.

To be eligible for the 4th-credit option, students perform a minimum of 20 hours of direct service or research for a site in the nonprofit community and approximately 10 hours of academic reflection on and analysis of that service. Student can receive up to 3 additional credits for Service-Learning throughout their 4 years.

For students who stay involved in several Service-Learning projects, there is a Service-Learning Undergraduate Certificate. The 120 hours of service required to apply may be composed of service undertaken through 4th-credit options, embedded course projects, internships, the International Service-Learning Program, and Bentley's noncredit work-study and Community Work Program. This is an additional distinction upon graduation.

Finally, the Bentley-City Year "give a year" Scholarship Program provides selected Bentley students with scholarships for spending a year serving as a City Year Corps Member. As tutors, mentors, and role models, you and other idealistic leaders will make a difference in the lives of children, and transform schools and neighborhoods in 24 U.S. locations. Bentley undergraduate students who apply for and are awarded a "give a year" scholarship will receive a $20,000 credit toward their senior year Bentley tuition. Bentley graduate students who apply and are awarded the scholarship will receive the $20,000 tuition credit for their graduate study. Note that graduate students must be enrolled on a full-time basis in the McCallum Graduate School. In either case, your "give a year" service must be performed before the scholarship is awarded. All "give a year" scholars must apply for and be accepted as a Corps Member by City Year as well. In addition to receiving the $20,000 tuition credit from Bentley, "give a year" scholars will receive a $5,550 education award from AmeriCorps.

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

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

There are lots of charitable drives on campus. The Wellness Center does the Relay 4 Life program each April which involves employees and students. Other groups organize blood drives, collections of canned goods and items for our troops. Campus Police does Toys for Tots each December. Campus Connections also provides opportunities to give back to the community like Dress for Success and other clothing drives, the Waltham 5k Run in May which is a fundraiser for local middle and high schools. In addition, Bentley staff volunteer their time to help with the move out Give 'N Go which collects items to donate to local non-profit organizations.

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

http://www.bentley.edu/centers/service-learning-center

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

Yes

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

Bentley's President, Gloria Larson, sits on the Board of Directors for the Massachusetts Clean Energy Center. In her position, she supports policies to increase renewable energy generation and installation in Massachusetts.

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

N/A

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

Bentley is a non-profit and thus is not able to make political donations.

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

http://www.masscec.com/content/masscec-board-directors#larson

Trademark Licensing

Criteria

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

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

Hospital Network

Criteria

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

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

Bentley employs Sightlines, a facilities asset advising firm which conducts our GHG emissions analysis independently using the Clean Air Cool Planet Campus Calculator. The Office of Sustainability staff collects data from various university offices and submits the report directly to the ACUPCC

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year

Scope 1 GHG emissions from stationary combustion	3,886 *Metric Tons of CO2 Equivalent*	3,345.20 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	112 *Metric Tons of CO2 Equivalent*	59 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	8,273.15 *Metric Tons of CO2 Equivalent*	10,365.12 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	**Baseline Year**
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	8,402.91 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

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

N/A

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

N/A

A brief description of the composting and carbon storage program:

N/A

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

Bentley purchased 25 Megawatts of green-e certified renewable energy certificates (RECs). This is the amount of electricity that Bentley uses per year on average. This purchase was made through Renewable Choice Energy for a 2 year contract covering our FY13 and FY14 years.

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,343	3,330
Number of residential employees	12	12
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	5,117	4,989
Full-time equivalent of employees	718	779
Full-time equivalent of distance education students	0	0

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

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

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

Bentley's climate action plan was written and completed in fiscal year 2009 using data accumulated in the year prior. This is around the same time as Bentley became an ACUPCC signatory and hired a manager of sustainability, officially founding the Office of Sustainability.

Gross floor area of building space, performance year:

1,850,233 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	3,500 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	5,009 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	579.39 *Metric Tons of CO2 Equivalent*
Commuting	3,224.88 *Metric Tons of CO2 Equivalent*
Purchased goods and services	145.08 *Metric Tons of CO2 Equivalent*
Capital goods	0 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	0 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	3,072.26 *Metric Tons of CO2 Equivalent*

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

Purchased Goods: Paper Emissions: 145.08 MTCDE
Wastewater Emissions: 23.24 MTCDE
Study Abroad Air Travel: 3049.02 MTCDE

A copy of the most recent GHG emissions inventory:

Sightlines_GHG Audit_1.xls

The website URL where the GHG emissions inventory is posted:

http://www.bentley.edu/offices/sustainability/what-does-bentleys-carbon-footprint-look

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

Bentley takes energy efficiency very seriously. GHGs from electricity use on campus have been reduced by 20% as compared to the 2008 baseline. Facilities Management and the Office of Sustainability work together on the following initiatives:

(1) Upgrading mechanical equipment to high efficiency models

(2) High efficiency light projects including occupancy sensors

(3) Digital controls projects including upgrades to the campus-wide energy management system

(4) Sound energy management using demand-controlled HVAC and building scheduling

(5) Energy conservation education

(6) The purchase of wind power via green-e certified RECs.

Outdoor Air Quality

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

No

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

N/A

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:

Bentley does not have a central plant or decentralized plants on campus.
All buildings contain boilers for hot water. 33% of the campus building portfolio is heated via electric heat while 67% is heated via hot water (gas boilers in each building). The university has back-up generators that are tested on a schedule and infrequently used. We

therefore conclude that the campus does not have a significant air emissions from stationary sources.

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

	Weight of Emissions
Nitrogen oxides (NOx)	0 *Tons*
Sulfur oxides (SOx)	0 *Tons*
Carbon monoxide (CO)	0 *Tons*
Particulate matter (PM)	0 *Tons*
Ozone (O3)	0 *Tons*
Lead (Pb)	0 *Tons*
Hazardous air pollutants (HAPs)	0 *Tons*
Ozone-depleting compounds (ODCs)	0 *Tons*
Other standard categories of air emissions identified in permits and/or regulations	0 *Tons*

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

N/A

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

Bentley has several buildings that were certified through the Energy Star Program. These buildings are residence halls and are extremely efficient and are managed to comply with the program.

The buildings certified include:

North Campus A
North Campus B
North Campus C
North Campus D
Falcone North
Falcone East

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

1,847,947 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	---
3rd Highest Level (e.g. LEED Silver)	---
2nd Highest Level (e.g. LEED Gold)	---
Highest Achievable Level (e.g. LEED Platinum)	---

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

	Certified Floor Area

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

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

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

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

119,015 *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:

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

The date the guidelines or policies were formally adopted:

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

Bentley has several buildings that were certified through the Energy Star Program. These buildings are residence halls and are extremely efficient and are managed to comply with the program.

The buildings certified include:

North Campus A
North Campus B
North Campus C
North Campus D
Falcone North
Falcone East

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

These buildings are managed with our temperature policy and kept within 68-73 degrees. There is a rigorous program of preventative maintenance that ensures the building operates as efficiently as possible.

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

Building Design and Construction

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

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

1,847,947 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	---
3rd Highest Level (e.g. LEED Silver)	---
2nd Highest Level (e.g. LEED Gold)	---
Highest Achievable Level (e.g. LEED Platinum)	---

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

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

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

renovations used by an Established Green Building Council::

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

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

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

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

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

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

Bentley University has committed to achieving LEED-Silver certification for all new construction and major renovations (renovations greater than 50% replacement value). In addition to these commitments Facilities Management and the Office of Sustainability work together on smaller upgrades and renovations across the campus to ensure that green building principles are being applied.

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

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

http://www.bentley.edu/offices/sustainability/green-building-and-renovation

Indoor Air Quality

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

1,847,947 *Square Feet*

Gross floor area of building space:

1,850,233 *Square Feet*

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

Our Facilities department manages indoor air quality in compliance with ASHRAE standards. They insure that the air exchange rate flushes the air in accordance with this standard. In addition, we have preventative maintenance scheduled to change filters on a regular basis to maintaining equipment so that air quality does not fluctuate.

When there are complaints, we conduct investigations using air quality measurement tools to test carbon monoxide, carbon dioxide, methane (gas leaks), mold, water infiltration, enough air flow (oxygen levels)

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

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

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).

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

Low Impact Dining

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

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

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

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

    Or

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

Part 2

Institution:

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

    And

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

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

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:
100

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

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

Yes

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

Yes

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

Yes

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

Bentley offers vegan options in our grab and go locations and at many of our stations we have vegan alternative options. In our resident dining location we started in 2012 or farm fresh station which is a station dedicated to either a vegan or vegetarian option each day. Also at our Mongolian wok station we have the ability to customize stir fry's for our guests and these can also be vegan. In 2012 we also added at least 6 grains or legumes to our salad bar station daily this gives students an added source of protein. The main dining hall has a permanent vegan section of locally sourced, fresh vegetables and soy products.

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

The Office of Sustainability partners with Sodexo Dining Services to increase sustainable dining options on campus. Through Sodexo's Better Tomorrow plan Sodexo is committed to sourcing local sustainably raised animal products and sustainable seafood by 2015. Sodexo has also committed to sourcing 100% of it's eggs from cage free hens by July 2014.

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

http://bentleydining.com/wellness/index.html

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	160,832.11 *MMBtu*	148,435.17 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	84,535.01 *MMBtu*	93,287.31 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

	Gross Square Feet	Gross Square Feet
Gross floor area	1,850,233 *Gross Square Feet*	1,850,233 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	0 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	4,878
Cooling degree days	1,291

Source-site ratios::

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

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

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

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

A baseline year of 2008 is used for Bentley's carbon footprint reduction targets. Bentley signed the ACUPCC in 2007 as such 2008 was selected as the baseline.

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

During this period the University will heat interior spaces during normal occupied hours to a temperature of 68°F - 74°F, which is the established occupied set point for the campus during the heating season. Facilities Management recognizes that temperatures will vary within the building and every effort will be made to stay within 3°F of this range. These temperatures will be set by Facilities Management using a centralized building control system. Occupants who control their own temperature are asked to adhere to this policy. Please note that temperature readings are taken at the thermostat level.

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

All exterior lighting along Bentley walkways and parking desks were switched from metal halide to LEDs in 2012, cutting energy consumption by approximately 637,000 kWh, while also improving the quality of lighting.

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

Bentley uses occupancy sensors for lighting in all areas and for HVAC in some areas; when unoccupied, the system relaxes the set points in the area. Motion sensors for lighting are installed in about 90% of office spaces, and HVAC sensors are installed in about half of residence halls and in classroom buildings.

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

The construction of a 3,000 square foot solar thermal wall on the southern external wall of the Dana Athletic Center was completed in September 2009. The solar wall is made of perforated material and is installed several inches from the exterior wall of the building to create an air cavity.
The solar wall, which traps heat from the sun, is hooked up to a heating, ventilation and air conditioning (HVAC) unit. When the HVAC unit calls for outdoor air, the air is pulled through the solar wall and is heated in the process. The hot air rises up the air cavity created between the solar wall and the building's exterior wall and enters the HVAC unit. By providing the unit with pre-heated air, less energy is required to warm the air to room temperature.

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

N/A

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

N/A

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

Bentley's facilities management team closely monitors the performance of campus buildings. Our mechanical projects engineer constantly tweaks HVAC in all buildings to ensure high performance

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

Electrical sub-meters were installed on buildings in 2008, allowing Bentley to track building-specific electricity consumption.

Bentley currently utilizes three networked building energy management systems (EMS) via a central desktop station in Facilities Management. These systems include WebCTRL, Carrier Comfort Network and Metasys. Facilities Managers are able to access these systems to troubleshoot equipment failures and temperature issues, manage building schedules and adjust temperature set-points. Through the EMS, Bentley's Energy Systems Engineer is able to set a building's schedule (similar to a programmable thermostat in your home) so that it is heated and cooled adequately when occupied and so that energy is not wasted heating and cooling areas when unoccupied.

Over the past few years, Bentley has been systematically upgrading EMS controls in order to efficiently oversee the indoor environment and energy consumption throughout campus. Pneumatic systems are nearing the end of their useful life and are being replaced with direct digital controls (DDC), which use low-voltage wiring to control heating, cooling and lighting systems. The use of advanced building controls systems allows for more efficient scheduling and programming, as well as the use of predictive maintenance.

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

Each summer, one residence hall undergoes major renovations. Renovated suites and apartments are retrofitted with high efficiency systems like low-flow water appliances and energy-efficient kitchen appliances.

Bentley has a very low deferred maintenance backlog. Mechanical equipment is cared for to extend useful life. If equipment is determined to be at the end of its useful life or no longer able to perform efficiently, it is replaced with the highest efficiency models on the market.

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

Bentley chips its branches and other yard waste on site to reduce GHG's from hauling.

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

All vending machines on Bentley's campus are EnergyStar certified.

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

Facilities Management has historically upgraded lighting in one to two buildings per year, including the installation of occupancy sensors and energy-efficient ballasts and lamps. 99% of Bentley's buildings are equipped with high-efficiency lighting systems using: LEDs, High efficiency T-8 lamps , High efficiency T-5 lamps, and Compact fluorescent lamps (CFLs). Careful monitoring of the Energy Management System by the Energy Manager provides optimal heating and cooling based on occupied hours for each building.

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

http://www.bentley.edu/offices/sustainability/energy

Clean and Renewable Energy

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	85,300 *MMBtu*

Total energy consumption, performance year:

160,894 *MMBtu*

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

N/A

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

The construction of a 3,000 square foot solar thermal wall on the southern external wall of the Dana Athletic Center was completed in September 2009. The solar wall is made of perforated wall material and is installed several inches from the exterior wall of the building to create an air cavity.

The solar wall, which traps heat from the sun, is hooked up to a heating, ventilation and air conditioning (HVAC) unit. When the HVAC unit calls for outdoor air, the air is pulled through the solar wall and is heated in the process. The hot air rises up the air cavity created between the solar wall and the building's exterior wall and enters the HVAC unit. By providing the unit with pre-heated air, less energy is required to warm the air to room temperature. However, we do not calculate or meter the MMBtu's avoided.

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

N/A

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

Facilities Management saved just over $300,000 against the FY2012 budget as a result of energy efficiency projects. Cumulative savings from energy efficiency projects and energy management have totaled approximately $1M since FY2008. In July 1, 2012 Bentley reinvested just 14% of those savings in offsite renewable energy via the purchase of green-e certified renewable energy certificates (RECs). Each REC guarantees that 25 megawatts (the amount of electricity that Bentley uses per year on average) is generated by a domestic wind farm and placed on the U.S. electricity grid.

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

http://www.bentley.edu/offices/sustainability/wind-energy-purchase

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

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: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

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

	Area
Total campus area	163 *Acres*
Footprint of the institution's buildings	93 *Acres*
Area of undeveloped land, excluding any protected areas	4.50 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	25 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

Bentley University IPM Plan 2013.doc

The IPM plan :

Included in attached IPM plan.

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

Included in IPM plan.

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

Included in IPM plan.

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

Included in IPM plan.

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

Included in IPM plan.

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

Included in IPM plan.

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

Included in IPM plan.

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

N/A

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

Approximately 2.5 acres of Massachusetts certified wetlands is located on Bentley's campus. Wetlands are left untouched per Massachusetts regulations. No construction activities are undertaken within 100 feet of certified wetlands.

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

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

Biodiversity

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

  And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:
Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

Bentley is across Forest Street from the Robert Treat Paine Estate. Called Stonehurst and owned by the City of Waltham, the estate is an icon of American design surrounded by 109 acres of woodlands, meadows and trails. Architect Henry Hobson Richardson and landscape architect Frederick Law Olmsted created this American masterwork in harmony with its surroundings featuring flowing interiors with hand-crafted details that herald the Arts and Crafts movement in America. Their mission is to ensure that diverse audiences enjoy, appreciate and draw inspiration from Stonehurst and the legacy of its creators.

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:

A wetlands assessment was completed to identify Massachusetts certified wetland areas on Bentley's campus. Bentley has adopted policies that restrict construction activities or other disturbances within 100 feet of the wetlands.

A brief description of identified species, habitats and/or environmentally sensitive areas:

Massachusetts certified wetland areas.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

The university has adopted the Massachusetts regulations and best practices policy of construction activities or other disturbances within 100 feet of the wetland areas.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

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

Electronics Purchasing

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

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

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

The electronics purchasing policy, directive, or guidelines :

Our Client Services department purchases all of the computers on campus including the laptops that our students use. The purchasers in Client Services have a stated goal of purchasing computers and monitors with the gold EPEAT standard.

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

Client Services is the only department which purchases electronics on campus, and they adhere to the EPEAT policy.

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

No

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

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Gold	0 *US/Canadian $*

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

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

Cleaning Products Purchasing

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

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

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

All cleaning products used by our campus's cleaning staff—with only one exception—are Green Seal Certified. According to Green Seal, "the Green Seal mark represents compliance with a rigorous set of criteria designed to achieve leadership levels in sustainability."
The only cleaning product permissible for use by the cleaning staff that does not meet Green Seal Certification is the disinfectant Virex. Virex is an antimicrobial product listed by the EPA as effective against methicillin resistant staphylococcus aureus (MRSA), vancomycin resistant enterococcus faecalis (VRE), hepatitis, HIV and influenza. Virex is only used in bathrooms, locker rooms and several other areas of campus in smaller quantities.
All vacuum cleaners used by cleaning staff meet the requirements of the Carpet and Rug Institute (CRI) "Green Label Plus" Testing Program. To earn the CRI Seal of Approval/Green Label certification, vacuums must pass laboratory tests for soil removal, dust containment and carpet fiber retention

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

Through discussion during training and buy-in from custodial management and staff, all cleaning products used by our staff are Green Seal certified (with only one EPA-approved exception Virex). The Purchasing department also ensures that our contracted cleaning crew also understands this green cleaning commitment.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:
No

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

Total expenditures on cleaning and janitorial products:

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

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

Both Bentley's janitorial staff and our contracted cleaning service use the same Green Seal Certified products listed above.

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

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

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

http://www.bentley.edu/offices/sustainability/green-cleaning

Office Paper Purchasing

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

The paper purchasing policy, directive or guidelines:

The institution has standardized on 30% PCW recycled paper for all common area and department copiers. The paper used is SFI Certified (not FSC Certified). Campus-wide usage of 30% PCW SFI Certified paper for the last year amounts to approximately 1,250 cases or $36,000 in spending.

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

The Student Government Association Sustainability project group petitioned and passed a bill to purchase some portion of paper consumption of at least 30% recycled paper. The Purchasing department agreed to this change in the spring of 2013. The purchasing department purchases paper in bulk from our vendor and therefore, they self-regulate this change.

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	36,420 *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)	0 *US/Canadian $*

Total expenditures on office paper :

56,076 *US/Canadian $*

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

Inclusive and Local Purchasing

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

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

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

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

Purchasing, Administrative and Campus Services maintains a list of qualified minority and women-owned companies with whom the university can do business. The authorized buyers are committed to the principles of affirmative action and encourage utilization of minority-owned enterprises whenever viable.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:
No

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

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

Life Cycle Cost Analysis

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

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.

"---" 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?:

No

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

A brief description of the LCCA policy(ies) and practice(s):

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Criteria

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

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

And/or

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

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

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

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

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

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

Transportation

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

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

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

Campus Fleet

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

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.

Submission Note:

The all electric vehicles in Bentley's fleet are golf carts that are used by Facilities Management, the Conference Center, IT and systems.

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

Total number of vehicles in the institution's fleet :

49

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	15
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

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

Student Commute Modal Split

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

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.

Submission Note:

The numbers above only reflect the information that we gathered in our transportation survey. This only reflects non-residential students commuting to and from campus not on campus residents commuting to and from class.

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

Total percentage of students that use more sustainable commuting options:

30.40

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	70
Walk, bicycle, or use other non-motorized means	5.80
Vanpool or carpool	12
Take a campus shuttle or public transportation	10.40
Use a motorcycle, scooter or moped	2.20

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

A survey was taken by the school to determine how students, faculty, and staff commute to and from campus. The survey helped determine how the school community commutes to and from campus on a day by day basis. The survey results were statistically significant. The data that faculty, staff and students submitted was averaged to determine the percentage of each mode of transportation.

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

http://www.bentley.edu/offices/sustainability/transportation

Employee Commute Modal Split

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

12.40

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)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	87.60
Walk, bicycle, or use other non-motorized means	1.75
Vanpool or carpool	1.10
Take a campus shuttle or public transportation	0.86
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

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

A survey was taken by the school to determine how students, faculty, and staff commute to and from campus. The survey helped determine how the school community commutes to and from campus on a day by day basis. The survey results were statistically significant. The data that faculty, staff and students submitted was averaged to determine the percentage of each mode of transportation.

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

http://www.bentley.edu/offices/sustainability/transportation

Support for Sustainable Transportation

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

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

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:

Bentley's facilities include gym showers with lockers for faculty and staff who work on lower campus and one shower in an office building for faculty and staff who work on upper campus. We do not have designated indoor bike storage but we have ample outdoor racks including covered bike parking.

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 18 bike racks strategically placed around campus, especially near office and administrative buildings.

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

No

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

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

No

A brief description of the bicycle sharing program:

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

No

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

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

Yes

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

Bentley University provides free shuttle service (run on biodiesel) to all members of the campus community. Two services are provided: The Loop Bus (an intra-campus shuttle) runs throughout the day, making seven stops around campus including North Campus, and The Harvard Square Shuttle which runs throughout the day, making trips between Bentley's campus and Harvard Square in Cambridge, with additional stops in between at Waverly Square (where commuters can connect to the Fitchburg Line of the MBTA Commuter Rail and local MBTA buses). Commuters can use the shuttle to connect to the MBTA Subway Red Line and local MBTA buses in Harvard Square.
All of Bentley's shuttles are operated by The 128 Business Council, a nonprofit public/private partnership formed to help reduce traffic congestion in Massachusetts's Route 128 West area by providing alternative transportation services and information.

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

No

A brief description of the GRT program:

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

Yes

A brief description of the carpool/vanpool program:

Bentley is provides a benefit to its alternative commuters in the form of four strategically placed carpooling parking spots throughout campus, as one of several initiatives to comply with the Mass Rideshare Regulation. Two or more Bentley staff, faculty or student riders coming from an off-campus location can utilize these spots. MassRides is a service provided by the Massachusetts Department of Transportation to maintain a database of commuters to match and facilitate communication among commuters based on work schedule and residence. Faculty and staff are encouraged to use MassRides' free service for carpooling and 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:

The car-sharing option is now available for students, faculty, and staff ages 18 and older, as well as members of the local community ages 21 and over. There are currently 2 ZipCars conveniently available with an online reservation. ZipCar parking spots are located in the Miller Parking lot. In FY 2012, these cars were used at 38% capacity. Zipcar's policy is to add another car once capacity is over 40%.

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

No

A brief description of the electric vehicle recharging stations:

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

No

A brief description of the telecommuting program:

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

Yes

A brief description of the condensed work week program:

During the summer months, the standard work week is 4 days instead of 5. Depending on the manager, some departments have more flexible hours during the school year to facilitate ride sharing.

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

No

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

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

Yes

A brief description of other sustainable transportation initiatives and programs:

Bentley University provides a free shuttle service (run on biodiesel) to all members of the campus community. The Harvard Square Shuttle runs throughout the day, making trips between Bentley's campus and Harvard Square in Cambridge, with additional stops in between at Waverly Square (where commuters can connect to the Fitchburg Line of the MBTA Commuter Rail and local MBTA buses). Commuters can use the shuttle to connect to the MBTA Subway Red Line and local MBTA buses in Harvard Square. All of Bentley's shuttles are operated by The 128 Business Council, a nonprofit public/private partnership formed to help reduce traffic congestion in Massachusetts's Route 128 West area by providing alternative transportation services and information.

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

http://www.bentley.edu/offices/sustainability/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.

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

Waste Minimization

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	180 *Tons*	168.73 *Tons*
Materials composted	158 *Tons*	0 *Tons*
Materials reused, donated or re-sold	21.88 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	877 *Tons*	1,361.36 *Tons*

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	3,343	3,330
Number of residential employees	12	12
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	5,117	4,989
Full-time equivalent of employees	718	779
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2010	June 30, 2011

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

Bentley only started tracking solid waste tonnage in FY2011. As such this year has been adopted as the baseline year.

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

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

N/A

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

The Office of Sustainability with the coordination of faculty and staff Eco Reps holds two Office Swaps per year. This is an opportunity for all departments to reuse and recycle office supplies with other departments.

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

More and more departments such as Undergraduate Admissions and Financial Services have individually made a transition to paperless, online processes. The university's website is equipped with all essential information that should not require print-outs.

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

Each Bentley student gets an annual printing balance based on part or full time status. Additional printing balance must be paid for outside of tuition. The maximum black and white copies allowed for full-time students are 800 per semester for $40. Fewer copies are allotted if printing in color. Faculty and staff must also take responsibility for their printing through the Copy Center which much be incorporated in each department's budget.

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

Give 'N Go is a sustainable Move-Out Program that reduces trash generation, encourages community via student exchange, and promotes donation. It provides a smart, convenient solution to redistribute reusable items that students no longer need or want. There are four drop off locations staffed by faculty and staff Eco Reps open during the last week of final exams. This program was launched in 2010 and typically collects 900 lbs of material annually.

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

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

A food waste audit was conducted in 2011 to analyze the percentage of municipal solid waste that is made up of organic material.

Starting in the fall of 2012, all food waste, both pre- and post-consumer, is taken to a composting facility for sorting. It is a rough estimation that about 80% of the waste taken to this facility is organic and compostable.

The Office of Sustainability and Sodexo have held "weigh the waste" days to audit the amount of post consumer organic waste generated in the Seasons dining hall. This event serves both as an audit and a food waste educational campaign.

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

In 2013 Bentley's food service provider, Sodexo, implemented "Lean Path" a program and online tool used to track pre-consumer food waste through kitchen prep and spillage.

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

Starting in the fall of 2012, all food waste, both pre- and post-consumer, is taken to WeCare composting facility for sorting. It is a rough estimation that about 80% of the waste taken to this facility is organic and compostable.

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):

Dining services provides compostable plates and cups for to go food and beverage items.

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):

The main dining hall in the Student Center is purely dine-in, so reusable service ware (trayless) is the only option. There is no dine-in option at the other dining hall, but all to-go containers are either recyclable or compostable.

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:

Faculty, staff and students who bring their reusable mugs to Einstein's, Dunkin' Donuts, or Starbucks franchises on campus, receive 25 cents off of beverage purchase. This applies to both cold and hot drinks.

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

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

http://www.bentley.edu/offices/sustainability/single-stream-recycling

Waste Diversion

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

Materials diverted from the solid waste landfill or incinerator:

414 *Tons*

Materials disposed in a solid waste landfill or incinerator :

923.24 *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:

Bentley has a thriving single-stream recycling program. Recycling has increased by 3 tons per month on average from 2011 to 2013.

Give 'N Go is the Spring Sustainable Move-Out Program that reduces trash generation, encourages community via student exchange, and promotes donation because it provides a smart, convenient solution to redistribute reusable items that students no longer need or want. Students will be allowed to swap items at the donation stations to encourage the reuse of goods. All goods left at the end of the day are donated to local charity such as Mass Coalition for the Homeless, Goodwill, and Middlesex Human Services (Bristol Lodge Shelters).

As of February 2012, Bentley's kitchens' grease containers are picked up and recycled by Cape Cod Biofuels. This is a local company that makes biofuel from the used cooking oil.

Bentley has an extensive E-waste program including a program for Bentley-owned electronics. The Bentley community is encouraged to recycle ink cartridges, batteries and small electronics on campus through drop-off stations.

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:

The trash compactors from LaCava and the Student Center get diverted to WeCare Environmental an Industrial Composting facility in Marlborough, MA where we estimate 80% of this trash ends up as compost. The trash that is not sent to WeCare goes to Covanta to be burned for energy.

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

N/A

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	No
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes

Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	No
Motor oil	Yes
Tires	No

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

Construction and Demolition Waste Diversion

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

Submission Note:

We started to track this waste in FY14.

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

Hazardous Waste Management

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Bentley's EHS person periodically does a thorough clean-out of mechanical and electrical spaces to ensure that what was not getting used is disposed of properly.

Bentley has an agreement with Clean Harbor to follow regulations. Bentley makes sure that Clean Harbor is a certified, reliable vendor to safely manage waste from cradle to grave.

Bentley's EHS person keeps MSDS sheets on all of our chemicals on-site (40 years). Online inventory of MSDS info for relevant departments

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

Bentley is considered a "small quantity generator". Bentley adheres to MassDEP regulations on how much we can dispose of per month.

Bentley is required to have pollution prevention plan, which forces us to minimize materials on campus. Bentley employs ways to make substitutions for hazardous chemicals

Clean Harbors is Bentley's waste disposal vendor. They come 4 to 6 times per year to pick up from North Campus cold storage, Jennison Hall research lab, and the maintenance garage (oil) which are the locations where waste is stored.

Bentley uses IRN to pick up universal waste including; light bulbs, batteries, ballasts, electronic scraps.

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

There have been no incident releases in the past 3 years, so we have not had to notify the MassDEP.

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

The Natural and Applied Sciences are working with Christine Powers, Environmental Health and Safety specialist. The size of our institution allows our chemical-based research are done in a communal laboratory space, so resources are shared freely. Sustainable waste management program in place through Facilities Management.

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):

Facilities Management has contracted with IRN to collect the electronic waste that Bentley creates.

Faculty and staff are able to recycle Bentley-owned electronics such as refrigerators and microwaves, from department operations through monthly Tag & Snag pick up days. The whole campus community has access to drop off locations for smaller items such as batteries, cell phones, handheld electronics and ink-jet cartridges. Facilities Management also uses the collection point for IRN to recycle ballasts, lightbulbs and heat pumps.

Client Services has contracts with various vendors to ensure that laptops, printers and other networked electronics are recycled by the manufacturer after its useful life on campus.

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

Any student, faculty, or staff can submit a work order to have large electronics picked up by Facilities Management for proper disposal and delayed pick-up. Information is available on the Office of Sustainability website to instruct campus community members about the proper handling of this waste.

The Environmental Health and Safety staff member incorporates information about proper handling of e-waste in her training sessions with facilities staff.

All of the e-waste that is collected on campus is transferred to a secure locked storage location away from other campus activities until it is picked up by IRN.

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

http://www.bentley.edu/offices/sustainability/electronics-recycling

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

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

Low

Total water use::

	Performance Year	**Baseline Year**
Total water use	5,018,381,647.20 *Gallons*	4,492,426,286 *Gallons*

Potable water use::

	Performance Year	**Baseline Year**
Potable water use	5,018,381,647.20 *Gallons*	4,492,426,286 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	**Baseline Year**

Number of residential students	3,343	3,330
Number of residential employees	12	12
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	5,117	4,989
Full-time equivalent of employees	718	779
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,850,233 *Square Feet*	1,850,233 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	29.50 *Acres*	29.50 *Acres*

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2008	June 30, 2009

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

2009 is the first year that Bentley has reliable and accurate water data collection. This was due to improved metering and process.

Water recycled/reused on campus, performance year:

0 *Gallons*

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

0 *Gallons*

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

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

Roughly 15 of our 37 buildings (mostly residence halls) have individual water meters, while the main campus (classrooms and offices) is metered together as one unit. The management system for water is focused on improving efficiency in water use for irrigation (rather than domestic use).

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

Each summer, one residence hall is renovated. Low flow bathroom faucets, shower heads and dual-flush toilets are installed in every bathroom and kitchen. All of these fixtures use half the water that standard fixtures use without compromising water pressure.

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

Facilities Management will be installing Energy Star, water-efficient appliances in all renovated kitchens. New high-efficiency boilers have also been installed as part of these renovations.

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

N/A

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

N/A

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

Bentley has installed low-flow water fixtures with all renovations and new constructions, which use less than half of water required from traditional fixtures. This includes dual-flush toilets which have an added behavioral component of water conservation.

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

http://www.bentley.edu/offices/sustainability/water-conservation

Rainwater Management

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:
No

A brief description of the institution's Low Impact Development (LID) practices:

N/A

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? :

No

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

N/A

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

N/A

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

0 *Gallons*

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

N/A

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

N/A

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

N/A

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

N/A

A brief description of any rain gardens on campus:

N/A

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

Bentley has several stormwater retention ponds on campus including a pond next to the president's house. These ponds are used as rainwater catchment areas.

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

Several bioswales exist on campus. Several are filled with vegetation and the others with rip rap. These serve to slow stormwater runoff and allow for sediment to percolate out of runoff.

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

N/A

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

Wastewater Management

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

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*.

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

Total wastewater discharged:

4,502,735,600 *Gallons*

Wastewater naturally handled:

0 *Gallons*

A brief description of the natural wastewater systems used to handle the institution's wastewater:

N/A

The website URL where information about the institution's wastewater management practices is available:

Planning & Administration

Coordination, Planning & Governance

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

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

By supporting all the opportunities students have to integrate sustainability into their Bentley experience—in the classroom, in sustainability-focused student organizations and in the corporate world through internships and service-learning—the Office of Sustainability aims to set an example in green business.

The Office's mission is: To mobilize sustainability leadership in business by:

(1) Modeling sustainable operations through balancing environmental resource efficiency, financial stability and societal benefit;
(2) Supporting sustainability teaching in the classroom with opportunities to apply this knowledge to real-world situations; and
(3) Partnering with the business community to expand career opportunities in emerging markets

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Office of Sustainability is dedicated to setting and managing all of Bentley's sustainability goals. In order to achieve these, there are several task forces which engage critical members of the Bentley community: transportation task force, recycling and waste reduction task force (Facilities Management), Green Team (sustainable student organization leaders), Faculty & Staff Eco Reps (engagement) from academic departments, etc. There are also several activities which are not housed under any particular task force such as energy reduction and our weekly local farm stand.

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

Amanda King, Director of Sustainability and Special Advisor to President Gloria Larson
Natalie Berland, Manager of Sustainability
5 Paid student interns of various majors

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

http://www.bentley.edu/offices/sustainability/who-we-are

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:

Our Mission is to mobilize sustainability leadership in business by: (1) Modeling sustainable operations through balancing environmental resource efficiency, financial stability and societal benefit; (2) Supporting sustainability teaching in the classroom with opportunities to apply this knowledge to real-world situations; and (3) Partnering with the business community to expand career opportunities in emerging markets.

Full-time equivalent (FTE) of people employed in the sustainability office(s):
2

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

http://www.bentley.edu/offices/sustainability/what-were-doing

Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
Amanda King, Natalie Berland

A brief description of each sustainability officer position:

Amanda King serves as Bentley University's Director of Sustainability and Special Advisor to President Gloria Larson. Amanda oversees the Bentley Office of Sustainability where she guides initiatives aimed at engaging the campus community in carbon (and ecological) footprint reduction efforts. Amanda is focused on presenting the business case for environmental sustainability and corporate social

responsibility.

Natalie Berland, Bentley's Manager of Sustainability, works closely with the Director of Sustainability to set sustainability goals and to create strategy to achieve those goals. Natalie helps works with students, faculty and staff to coordinate recycling, energy efficiency and transportation projects on campus.

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

http://www.bentley.edu/offices/sustainability/manager-sustainability-0

Sustainability Planning

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

Other	---	---

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

n/a

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

n/a

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

Natural and Applied Sciences

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

The Valente Center is currently working to increase sustainability research on campus by searching for applicable grants and engaging faculty outside of Natural and Applied Sciences to increase sustainability research.

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

N/A

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

The Valente Center.

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

The 2010 Climate Action Plan written for our ACUPCC commitment lays out goals for engagement of the entire campus community (p.23-25). The Office of Sustainability has spent the last three years tackling short and medium-term sustainability engagement goals (outlined below).

Climate Action plan can be found here:

http://rs.acupcc.org/site_media/uploads/cap/447-cap.pdf

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

From 2010 Climate Action Plan

Short Term Goals (0-1 years)

Develop an institutional sustainability policy - COMPLETE

Involved students in sustainability via creation of student groups to foster peer-to-peer sustainability education - COMPLETE

Develop a visible and dynamic website - COMPLETE

Intermediate Term Goals (1-5 years)

Develop communication with alumni about sustainability - 50% complete

Develop energy competition for administrative buildings - 10% complete

Long Term Goals (5-10 years)

Achieve a change in campus behaviors toward the environment with ongoing methods to educate the community on reducing individual and collective environmental footprints. Become a leader in higher education with a recognized program on which other campuses model their sustainability programs. - 50% complete

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

Office of Sustainability

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

N/A

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

N/A

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

N/A

A brief description of the plan(s) to advance sustainability in Air and Climate:

The 2010 Climate Action Plan outlines goals and strategies to achieve greenhouse gas emission reductions campus-wide (P. 1-2). This has been a top priority for the Office of Sustainability since its inception in 2009. The Climate Action Plan outlines its GHG reduction plans via three strategies:

(1) Continue with energy efficiency projects (high efficiency mechanical equipment change-outs, high-efficiency lighting upgrades, new roof, insulation and window projects) including the expansion and proper use of a campus-wide energy management system.

(2) Pursue an aggressive campus-wide building retro-commissioning project

(3) Purchase off-site wind power via green-e certified renewable energy certificates.

Energy efficiency and EMS project goals are outlined in the "energy measurable objectives" section.

Climate Action plan can be found here:

http://rs.acupcc.org/site_media/uploads/cap/447-cap.pdf

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

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):
Per the 2010 Climate Action Plan, Bentley is committed to the following GHG reduction targets:
50% by 2015 - on track to achieve this goal
70% by 2020
100% by 2030

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

Office of Sustainability, Facilities Management

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

The 2010 Climate Action Plan outlines several objectives for sustainability in buildings (p.71-74):
(1) Provide the university with a well-maintained campus infrastructure, creating a living and working environment that is functional, safe, and comfortable.
(2) Create a sustainable campus where the built environment helps reduce the University's carbon and ecological footprints.

Climate Action plan can be found here:

http://rs.acupcc.org/site_media/uploads/cap/447-cap.pdf

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

Short Term Goals (1-5 years)
Increase use of sustainable carpeting - 75% complete
Develop a sustainable purchasing policy for building renovations - not yet started
Develop a written green cleaning policy - COMPLETE
Develop a written construction waste policy - COMPLETE
Install hand dryers in high-use bathrooms - 50% complete

Intermediate Term Goals (1-5 years)
Attain LEED Existing Building Certification for 6 buildings - not yet started

Long Term Goals (5-10 years)
Attain LEED Existing Building certification for 10 buildings - not yet started
Install green roofs on flat-roofed buildings - not yet started

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

Office of Sustainability, Facilities Management

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

The 2010 Climate Action plan outlines the plan to advance sustainability within Dining Services on campus (p.56-59). Bentley contracts with Sodexo for dining services across campus.
Sodexo aims to be "the benchmark for sustainability, health and wellness, and community development."

Goals: to increase sustainability in dining services including: increasing recycling in dining and kitchen areas, creating a compost program, upgrading kitchen equipment to higher-efficiency models, purchasing local and organic foods, educating faculty, staff and students about green dining initiatives (including labeling local/organic food), and banning Styrofoam container use.

These goals are outlined in our 2010 Climate Action plan which can be found here:

http://rs.acupcc.org/site_media/uploads/cap/447-cap.pdf

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

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):
Short Term (0-1 years)
Purchase sustainable seafood - COMPLETE
Bulk condiments - 50% complete
Increase signage and education - COMPLETE

Intermediate Term (1-5 years)
Reduce/replace take-out containers - 50% complete
Offer fair trade and/or organic coffee - COMPLETE
Ban sale of single-use bottles of water - not yet started
Provide more locally-sources and organic products - 30% complete
Ban use of Styrofoam from campus dining and take-out areas - COMPLETE

Long Term (5-10 years)
Purchase energy-efficient equipment - 30% complete
Increase fleet efficiency - not yet started

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

Sodexo, Office of Sustainability

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

An effective energy management and conservation strategy is an integral component of the 2010 Climate Action Plan (p. 63-70), as decreasing or eliminating energy consumption is the most direct method of reducing Bentley's carbon footprint. It is Bentley's goal to improve the efficiency of existing building utility systems by upgrading to the newest technology, while adopting conservation measures such as metering and incentives for better energy performance.

The Climate Action plan can be found here:

http://rs.acupcc.org/site_media/uploads/cap/447-cap.pdf

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

The measurable objectives, strategies and timeframes included in the Energy plan(s):
Short Term Goals (0-1 years)
Develop a temperature policy - COMPLETE
Increase building occupancy scheduling - COMPLETE
Create hot water demand-control strategy - 20% complete
Create chiller demand-control strategy - 20% complete
Assess building energy performance and apply for Energy STAR ratings - COMPLETE

Medium Term Goals (1-5 years)
Install demand-control HVAC - 20% complete
Install instantaneous hot water units in Residence Director Apts - 80% complete

Long Term Goals (5-10 years)
Systematically implement campus-wide energy management system - 90% complete
Eliminate use of heating oil on campus - not yet started

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

Facilities Management, Office of Sustainability

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

The 2010 Climate Action plan outlines measureable goals for the landscaping on campus (p. 28-30) Goals: Bentley Grounds Management has embarked on a long-term landscape renovation plan with a goal of creating a university landscape that is both attractive and sustainable.

Climate Action plan can be found here:

http://rs.acupcc.org/site_media/uploads/cap/447-cap.pdf

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

Short Term – Recycle bedding trays and Plant Containers from Annuals
Keep Leaf Litter in Place in Natural Planting Areas

Intermediate – Low Maintenance Native Plantings
Identify Areas of the Campus for Tree Planting
Develop a Food Waste Composting Program

Rainwater Collection Systems

Long Term – Rainwater Collection Systems.
Grey Water Collection Systems

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

Facilities Management, Office of Sustainability

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

Bentley University is committed to reducing the environmental impact of the institution by identifying and implementing sustainable purchasing initiatives and effective contract management for purchased services. Bentley will integrate environmental, economic, social and ethical considerations into the procurement process and with all managed service providers. These and other measureable goals are outlined in the 2010 Climate Action Plan (p. 50-52)

Climate Action plan can be found here:

http://rs.acupcc.org/site_media/uploads/cap/447-cap.pdf

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

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):
Short Term (0-1 year)
Educate University Employees of Policies and Best Practices
Initiate "Cradle-to-Grave" Purchasing
Review existing contracts and amend to incorporate the use of sustainable products and services where it is possible and economically feasible

Intermediate Term (1-5 years)
Develop strategies to identify and maintain a policy for the acquisition of sustainable goods and services and environmentally preferred products (EPPs).
Leverage existing vendor and supplier partnerships in creating awareness of Bentley's desire to purchase sustainable goods and services, and identify methods of integrating these good and services.

Long Term (5-10 years)
Green Procurement Policy - explore new vendors and opportunities for sustainable goods and services, and educate these vendors them about the University's sustainable objectives and goals.

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

Office of Sustainability, Purchasing, Administrative and Campus Services

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

The 2010 Climate Action plan outlines goals for the reduction of vehicle miles traveled caused by University Business (p. 39-43).

It is also the vision of the university to be a pedestrian-friendly campus with better community health and interaction due to incentives to seek alternative forms transportation (walking, biking, and public transportation) and decreased personal vehicle use.

Climate Action plan can be found here:

http://rs.acupcc.org/site_media/uploads/cap/447-cap.pdf

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

The measurable objectives, strategies and timeframes included in the Transportation plan(s):
Short Term (0-1 year)
Develop and Enforce a "No Idling" Policy - 50% complete
Advertise Biodiesel Shuttles - not started
Improve Communication of Free Shuttle Schedules and Stops - COMPLETE
Collect Data on Intra-Campus Driving - COMPLETE

Intermediate Term (1 - 5 years)
Analyze and Revise Campus Shuttle Schedule - COMPLETE
Conduct a Campus Community Session to Brainstorm Methods to Reduce Intra-Campus Driving - deemed unnecessary, objective dropped
Examine the Feasibility of Restricting Student Parking - 50% complete
Create Preferred Parking for Low-Emission and Hybrid Vehicles - not started
Implement Ride Sharing - COMPLETE
Change All University-Owned Vehicles and Equipment to Biodiesel - not started

Long Term (5-10 years)
Examine the Feasibility of Parking Fees - 30% complete
Extend the "No Cars on Campus" Policy - not started
Subsidize MBTA Passes - 30% complete

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

Facilities Management, Office of Sustainability, Campus Police, Human Resources, Mass DEP

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

Bentley University is committed to a continuing effort to reduce campus waste. The mission of the recycling and waste management program is to raise the environmental consciousness of the Bentley University community by achieving waste reduction and increased recycling on campus. The vision of this program is to promote material reuse and recycling and prevent waste generation. This pertains to solid waste, hazardous waste, toxics, and emissions to air, water, and/or soil. The measureable goals related to these initatives are outlined in the 2010 Climate action plan (p.33-37)

Climate Action plan can be found here:

http://rs.acupcc.org/site_media/uploads/cap/447-cap.pdf

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

Bentley University is committed to a continuing effort to reduce campus waste. The mission of the recycling and waste management program is to raise the environmental consciousness of the Bentley University community by achieving waste reduction and increased recycling on campus. The vision of this program is to promote material reuse and recycling and prevent waste generation. This pertains to solid waste, hazardous waste, toxics, and emissions to air, water, and/or soil. The measureable goals related to these initatives are outlined in the 2010 Climate action plan (p.33-37)

Climate Action plan can be found here:

http://rs.acupcc.org/site_media/uploads/cap/447-cap.pdf

The measurable objectives, strategies and timeframes included in the Waste plan(s):
Short Term (0-1 years)
Increase Transparency and Education about Recycling - COMPLETE
Train Custodial Team on Recycling Policy and Procedures - COMPLETE
Increase Number and Location of Recycling Receptacles - COMPLETE
Increase Collection Types (batteries, cell phones, etc) - COMPLETE
Develop a Visible Recycling Component of the Sustainability Website - COMPLETE
Intermediate Term (1-5 years)
Donation Stations – Move Out Day - COMPLETE
Focus Campus Community on Reduce and Reuse - COMPLETE
Increase Metrics Tracked - COMPLETE
Create a compost program - COMPLETE
Long Term (5-10 years)
Achieve Zero Waste Goal - 35% complete

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

Office of Sustainability, Facilities Management

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

The university has outlined a number of water conservation strategies. In the 2010 Climate Action plan these goals are related to landscaping (p. 29-30), Dining services (p. 58) and buildings (p.66-68)

Climate Action plan can be found here:

http://rs.acupcc.org/site_media/uploads/cap/447-cap.pdf

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

The measurable objectives, strategies and timeframes included in the Water plan(s):
Short Term (0-1 Years)
Water Fixture Upgrades

Intermediate Term (1-5 Years)
Upgrade Rain Bird to limit unnecessary watering
Ban the sale of single-use bottles of water
Add Instantaneous Hot water units to Residence Life Staff Apartments
Install submetering for water on all campus buildings

Long Term (5-10 Years)
Upgrade all bathrooms to dual flush toilets, low flow shower heads and faucets

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

Facilities Management, Office of Sustainability

A brief description of the plan(s) to advance Diversity and Affordability:

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

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

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

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

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

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

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

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

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

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

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:
Yes

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

The website URL where information about the institution's sustainability planning is available:
http://www.bentley.edu/offices/sustainability/what-were-doing

Governance

Responsible Party

Amanda King
Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

The Residence Hall Association (RHA) strives to create a unified and exciting community by strengthening the bonds between all residents in every residence hall. We create a forum of discussion for all the residents to address concerns through their individual building's Hall Council. RHA recommends, reviews, formulates and develops rules/regulations and policies relating to the residence halls to University administration. The organization promotes social welfare by the means of social, awareness and sustainable events in individual residence halls, as well as campus-wide events.

The Bentley Student Government Association (SGA) is a governing body that tries to better the university environment for all students. This is achieved through a collaborative effort between the students and university administration. Members of SGA seek out the interests and opinions of the student body as a whole and make recommendations to university officials based on their findings.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:
Yes

A brief description of student representation on the governing body, including how the representatives are selected:

Both of the organization discussed above are collaborative student governments which work closely with the institution (Residence Life and Student Affairs in particular) to change policies.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Students are engaged in most large institutional decisions on campus.

Frequently faculty and staff bring new policies, programs and initiatives to the Student Government Association for approval including decisions to charge for parking on campus, to change the cable TV service provider and scheduling of campus shuttles.

Students were included in decisions about an upcoming expansion to the Student Center, on everything from the ideal use and flow of the space, to furniture, and layout plans.

During the 2012-2013 academic year, Student Government Association (SGA) passed a bill stating that 30% recycled content paper must be mandatory for the entire insitution.

Two years prior, the SGA passed a bill to ban Styrofoam from all venues on campus. This ban was successfully put in to place with the assistance of Sodexo, Bentley's dining services provider.

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)?:
Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Staff representatives are are always included on ad-hoc committees for example: search and executive search committees. Staff are also included on standing committees for example: The Diversity Council and Crisis Planning and Management Committee. All staff have an avenue to participate in these governance bodies.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

N/A

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	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Staff representatives are always included on committees to asses new policies programs and initiatives, for example the graduate school held an open forum to pitch a new MBA program. All faculty and staff were invited to join in the discussion and provide opinions about the prospect of starting this new program. Staff are engaged in strategic and long-term planning at the university, for example: each division and office had to re-align individual missions with the new mission for the university (established in 2013). Staff are included in discussions and decision-making about existing and prospective physical resources, most recently the planned additions to our Student Center and the Morison office building. Staff are involved in budgeting, staffing and financial planning within each division. Staff are included in communications processes and transparency practices. Staff are included in the prioritization of programs and projects both within divisions and at an institutional level.

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:

All faculty (including adjuncts) are able to participate in Faculty Senate.

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?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

N/A

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

All faculty have the chance to serve on Faculty Senate. Faculty Senate is a governance body that covers a wide range of institutional and academic issues including participating in the development of the institution's mission and vision (as recently as 2012/2013), establishing new academic policies and programs (new majors, new courses and new degree programs), strategic and long-term planning for the

academics of the institution (including the recent push to increase arts & sciences offerings), existing or prospective physical resources (like the recent proposal to add an addition to the Morison building), budgeting, staff and financial planning within the Academic Affairs division, communications processes and transparency practices throughout the university and the prioritization of programs and projects (like assessing the current usability of our faculty database and profile system).

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

• Students

• Staff

• Faculty

• Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:
Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Office of the President's Special Assistant for Equal Opportunity leads Bentley's efforts to ensure diversity on campus, but every department and organization has embraced our commitment to diversity. Programs and initiatives are consistently underway across the campus with the aim of ensuring that all members of the Bentley community feel welcome here.

Campus offices and organizations that help to actualize Bentley's commitment to diversity include the:

Bentley Service-Learning Center

Counseling and Student Development

Cronin International Center/Education Abroad

Disability Services

International Services

Multicultural Center

P.R.I.D.E. (A Gay-Straight alliance student organization)

Spiritual Life Center

These centers and organizations also collaborate to host workshops and retreats focusing issues of diversity.

Bentley faculty members also dedicate their time and expertise to researching matters of diversity.

The full-time equivalent of people employed in the diversity and equity office:

2

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.bentley.edu/centers/alliance/diversity

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Diversity training retreats:

The diversity retreat has been offered annually since in August 1993. The Diversity Task Force that was developing a strategic plan for diversity at Bentley recommended the first retreat. Following that retreat the President's Cabinet decided that similar experiences should be made available to all members of the staff and faculty. The college has sponsored retreats every year since then in which approximately 75% of the staff and almost half of the faculty have participated.

The retreat includes a two-hour session on campus, followed by 2 days (8:30 a.m. - 4:30 p.m.) at a nearby off-campus conference facility. The retreat focuses specifically on the issues of nationality, race, gender and sexual orientation by way of discussion and introductions to

ongoing support networks.

The opportunities for students include Freshman Year Seminar (FYS) and other classes and diversity and inclusion training for all Residential Assistants. FYS, a required course for Freshmen, includes learning objectives which focus on multicultural aspects. When students partake in Service Learning, they are given diversity and equality training as well.

Minors at Bentley include Diversity and (In)Equality

The website URL where information about the cultural competence trainings is available:

http://www.bentley.edu/offices/human-resources/diversity-retreats

Assessing Diversity and Equity

Responsible Party

Amanda King
Director of Sustainability
Office of Sustainability

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

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"---" *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) :

The university completed a climate assessment within the past five years focused on student perceptions of LGBTQ issues on campus. The results of this assessment lead to "student ally workshops." An ally is a trained peer who serves as a partner and advocate related to LGBTQ issues.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Student diversity and educational equity is assessed through various means. Information from assessments has lead to several policies including a "diversity intensive course requirement" and "international intensive course requirement" both of which state that all students

must take at least one course that satisfies each requirement. This was the result of assessing the need for including diversity education in the core curriculum.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The university is continually assessing equal employment opportunity data and has created new search and hiring policies created to increase diversity among faculty and staff. This policy has resulted in a recent increase in diversity hires in both faculty and staff offices.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

Support for Underrepresented Groups

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

Programs for Students

1. STEP:
The Summer Transition Education Program (STEP) provides college admission support for high-potential students who may have faced academic, socioeconomic, or personal challenges beyond their control. Its benefits include:
Funding for Bentley's Orientation program (for all new students) and a six-week residential program (exclusively for STEP students)
Two free summer courses
Monitoring of your academic progress
Mentoring, academic advising and tutoring
Counseling, support and referrals
Networking and professional development opportunities

STEP Requirements

2. ALANA Experience:

The African-, Latino-, Asian-, Native- American (ALANA) Experience is a 3.5-day program that brings first-year ALANA students to campus one week early to meet other incoming and upper class ALANA students, get acclimated to life at the university, and build tools for academic and personal success.

An additional program within the ALANA experience is the ALANA Student Advancement Program (ASAP) mentorship program. Through the ASAP, freshman and sophomore students are paired with upper class mentors to create a support system for navigating life at Bentley and promoting academic and social development.

3. Counseling Center services include:

Individual, short-term therapy sessions

Group counseling for issues such as anxiety, relationships, surviving the death of a loved one; and support for LGBTQ, ALANA, or international students.

Group process consultations for academic groups

Downloadable podcasts to help induce relaxation or sleep

Disability services for students with diagnosed learning, psychiatric, medical, or other disabilities

4. ALLY group

Allies are individuals who help create a safe place for our LGBTQ students, faculty and staff, and are some of the most effective and powerful voices of the LGBTQ movement. Not only do allies assist people in the coming-out process, but they also help others understand the importance of equality, fairness, acceptance and mutual respect.

More than 130 faculty and staff members, representing more than 50 departments, have completed ally training to become members of the Faculty and Staff Ally Network

http://www.bentley.edu/campus-life/student-life/lgbtq/allies

The website URL where more information about the support programs for underrepresented groups is available:

http://www.bentley.edu/alliance/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:

The Office of the Ombudsman provides a safe space for students, faculty, and staff to seek advice and assistance, and to pursue the resolution of any university-related concern through an independent, impartial, and confidential process. The use of these services is voluntary and free to any member of the Bentley community. The Ombudsman is an impartial dispute resolution practitioner whose major role is to provide confidential and informal assistance to students, staff, faculty and administrators.

The Counseling Center has a variety of confidential services for this matter; for example, provides group counseling for issues such as anxiety, relationships, surviving the death of a loved one; and support for LGBTQ, ALANA, or international students.

If this act was committed by a member of the Bentley community, Residence Life and/or the Judicial Board will determine the facts and outcome of the case, which can include legal sanctions.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.bentley.edu/about/office-ombudsman

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

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:

The PhD Project promotes African American, Hispanic and Native American PHD's in business. Bentley has a formal relationship with the project and has recruited several faculty members as a result of this relationship.

The website URL where more information about the faculty diversity program(s) is available :

http://www.phdproject.org/

Affordability and Access

Responsible Party

Amanda King
Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

• Policies and programs to minimize the cost of attendance for low-income students

• Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds

• Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)

• Scholarships provided specifically for low-income students

• Programs to guide parents of low-income students through the higher education experience

• Targeted outreach to recruit students from low-income backgrounds

• Scholarships provided specifically for part-time students

• An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

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

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Amanda King
Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

1,065

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

718

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:

150

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

0

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Bentley University's compensation plan compares with other higher education institutions in the Boston area. Pay scales in industry within the Boston area and northeast region are considered when evaluating Bentley's pay scales.

Compensation is market-driven and evaluated every 3 years. Wages are established by position, in general Bentley pays above the minimum wage.

The lowest paid positions on campus are above the minimum wage.

Contractors are not covered by Bentley's salary assessment plan and Bentley does not write compensation requirements into contracts. All contracts include an equal opportunity employment clause and non-discrimination clauses.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

718

Number of employees of contractors that receive sustainable compensation:

0

A brief description of the standard(s) against which compensation was assessed:

The most recent salary assessment was completed in 2012.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Bentley uses established salary bands that are evaluated every three years. Bentley states that all workers in this category are covered by the institutions benefits package which includes health, dental, retirement, our employee assistance program and other offerings.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Bentley uses established salary bands that are evaluated every three years. Bentley states that all workers in this category are covered by the institutions benefits package which includes health, dental, retirement, our employee assistance program, and other offerings.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Bentley uses established salary bands that are evaluated every three years.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

Bentley uses established salary bands that are evaluated every three years.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The student employee salary band begins at minimum wage. On campus employers are encouraged to give student employees annual raises if their work product has become more sophisticated and their responsibilities have increased.

Bentley builds in an automatic $4 extra for summer employment to offset summer housing and/or travel to and from campus.

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?:

No

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

http://www.bentley.edu/offices/human-resources/staff-compensation-program

Assessing Employee Satisfaction

Responsible Party

Amanda King
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

Wellness Program

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Professional staff from the Center for Health and Wellness and the Counseling Center can facilitate programs for students, faculty and staff on a variety of topics, including:
Alcohol, tobacco, marijuana and other drugs (self-help groups and other resources)
Body image
Bystander trainings
Flu, colds and allergies
Healthy relationships and sexual violence
Illness prevention
Listening and referral skills
Mental health including anxiety, depression and disordered eating
Myers-Briggs Type Indicator (MBTI) assessments and interpretation

Nutrition and healthy eating

Risk management seminars for Greek letter organizations

Sexual and reproductive health

Sleep

Stress management and relaxation

The following are annual wellness events that students can become more involved with and/or co-sponsor as an organization:

Consent Day

Fat Talk Free Week

Sleep Is Smart Sexy Success

National Depression and Anxiety Screening Days

National Alcohol Screening Day

Take a Paws

World AIDS Day

Aside from the gym, there is also a Wellness Studio which holds weekly fitness classes such as Zumba, yoga, and kickboxing for a small fee. These are available for students and faculty/staff separately.

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

http://www.bentley.edu/campus-life/health-and-fitness/wellness-and-education/wellness-resources

Workplace Health and Safety

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	26	15
Full-time equivalent of employees	715	694

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

	Start Date	End Date

Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2002	Dec. 31, 2002

A brief description of when and why the workplace health and safety baseline was adopted:

Bentley is required by Occupational Safety and Health Administration under U.S. Department of Labor (29CFR 1904.8 - 1904.12), and the submitting period for OSHA is from January to December rather than the fiscal year.

A brief description of the institution's workplace health and safety initiatives:

2008 was the lowest year with only 14 incidents.
President Larson signed on commitment letter of agreement for being on board with health and safety initiatives (top-down support).
Monthly safety trainings are required for union staff, lab safety training with research professors
Bentley had a Workplace Safety Steering committee in the past, which tried to get people invigorated around safety. Now, the manager plans to meet quarterly to address concerns, assisting with audits and informal training. The training subjects include; slips trips and falls, ergonomics, reporting injuries, and emergency preparedness.
Accident investigations:
Bentley's highest incidents involved ergonomics and materials handling, slips trips and falls
Bentley's EHS person does extensive training and audits including:
Safety trainings with contractors and audits for compliance.
Golf cart training
Safety initiatives in conjunction with union work rules
Job task analysis (mostly for unions): major risks for job tasks, was are the PPE (personal protective equipment) requirements
Bring in outside vendors for additional trainings
Monthly safety - questions for managers to ask staff
Safety manager observations (wearing PPE etc)
Conducts regular audits in buildings.
Work closely with Residence Life to address concerns.
Work order control: if there is something that might be a safety issue, investigate it.
The Life Safety manager is in charge of setting goals at the beginning of the year.
Any time we have big events (graduation, open house), make sure that vendors are operating safely, emergency safety (bomb threats, unforeseeable problems)

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.bentley.edu/offices/facilities-management/life-safety-services

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Amanda King
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

Sustainable Investment

Responsible Party

Amanda King
Director of Sustainability
Office of Sustainability

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 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

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

Investment Disclosure

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Innovation

Innovation

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

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

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

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Greenbean Reverse Vending Machine

A brief description of the innovative policy, practice, program, or outcome :

In October 2013 Bentley installed a Greenbean Machine. Launched at MIT in August 2011, the Greenbean is a combination of a reverse vending machine and web application. The web application incorporates aspects of gaming, social media and gives the user real time statistics on their recycling behavior. Greenbean users create an account, and then deposit their bottles and cans into the machine. Users receive a five-cent refund for MA-eligible cans and bottles which includes beverages with carbonation. The machine accepts all bottles and cans and gives real-time feedback on the amount of energy saved, tonnage diverted from the landfill and number of containers recycled to give the user a sense of the impact of recycling. The Greenbean Company also holds unique monthly challenges and competitions sponsored by businesses to increase involvement.
Students were intimately involved in proposing the machine's installation, getting buy-in from the student body, promoting the machine and running challenges.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

29,876 Containers were recycled from October to December 2013.
Bentley ranked #1 in number of containers recycled during the first three months of operation compared to the eight other Massachussetts colleges with Greenbean Machines.
321 Students and others used the machine
2,259 pounds of material were diverted from the landfill.
$1,058 dollars were earned by campus recyclers.
5,096 Kwh saved in energy needed to produce new containers

A letter of affirmation from an individual with relevant expertise:

Stars Expert Letter Greenbean.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	No
Research	No
Campus Engagement	Yes
Public Engagement	No

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://www.bentley.edu/newsroom/campus-news/bentley-enhances-recycling-campus-new-greenbean-machine.

Innovation 2

Responsible Party

Natalie Berland
Manager of Sustainability
Office of Sustainability

Criteria

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6. The innovative practice or program should originate from an area within the defined institutional boundary.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

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

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Title or keywords related to the innovative policy, practice, program, or outcome:

Green Certification Program

A brief description of the innovative policy, practice, program, or outcome:

Bentley's Student Eco-Reps created a Green Certification Program for faculty and staff offices and for student groups. The Eco-Reps serve as sustainability consultants, conducting sustainability audits of departments or student groups, identifying areas that the department or group is already excelling in and those in which they could improve, and making recommendations. Departments and groups are rated on items like recycling, double-sided printing, opting for electronic communication over printing flyers, and ensuring that all lights are turned off at the end of the day. At the conclusion of the audit the quantitative ranking allows the Eco-Reps to rate a department or student group "seed", "sapling" or "tree" (tree being the most sustainable).

The green certification project was promoted widely and was noticed on social media by a Bentley alumni working at a prominent Boston-area hotel. The alumni was leading the hotel's sustainability committee on site and was looking for a way to advance the program. She invited the Eco-Reps to conduct an audit of the hotels operations and report on results. Ten students served as sustainability consultants for the hotel and received wide recognition for their efforts.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The Eco-Reps have completed certifications for 12 Student Groups and 9 campus departments.

Student groups are given water bottles and a gift card for ranking highly in the program.
Departments are given a plaque to display in their offices and a letter from the president commending them for participation.

A letter of affirmation from an individual with relevant expertise:

Innovation Letter Stacy Diamantini.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	No

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.bentley.edu/offices/sustainability/green-certification-program

Innovation 3

Responsible Party

Amanda King
Director of Sustainability
Office of Sustainability

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

Bentley Global Sustainability Advisory Board

A brief description of the innovative policy, practice, program, or outcome:

At Bentley we used a three-pronged approach to prepare our students for work in the sustainability and clean energy fields. Through rigorous academics; extra-curricular experience via Office of Sustainability internships and student group projects; and strong support from our Career Services department we are working to create well-rounded professionals prepared for work in new economy jobs.

Capitalizing on Bentley's business sustainability curricular offerings, the purpose of the Global Sustainability Advisory Board is to gather industry professionals to discuss the best ways to prepare Bentley graduates for work in the sustainability sector.

The board is co-chaired by the Associate Director of Career Services, the Chair of the Natural and Applied Sciences Department and the Director of Sustainability.

In addition to the Bentley team, Global Sustainability Advisory Board members hail from: solar companies, socially responsible investment firms, environmental consulting firms, energy efficiency companies, the waste and recycling industry and corporate sustainability tracking and analytics companies. These members educate the Bentley team on new trends in each industry sector and common expectations for college graduates. They also advise the Bentley team on curricula, to ensure that we are preparing our students properly for work in these sectors, and provide insight on new job prospects for our students focusing on sustainability.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Companies and organizations contact Bentley's Career Services department to list internships and full time opportunities on "BentleyLink," Bentley's internal jobs board for students.

Over the past two years we have seen a steady increase in the number of sustainability-oriented internships and full time positions offered.

In the 2011/2012 academic year, 15 internships and 2 full-time positions were offered. In the 2013/2014 academic year, this increased to 57 internships and 46 full-time positions.

A letter of affirmation from an individual with relevant expertise:

Innovation Letter - Career Services.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 4

Criteria

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