Babson College

The following information was submitted through the STARS Reporting Tool.

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STARS Version: 2.0
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*The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.*
Institutional Characteristics

The passthrough subcategory for the boundary

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</tbody>
</table>
## Institutional Boundary

**Criteria**

This won't display

---

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

### Institution type:

Baccalaureate

### Institutional control:

Private non-profit

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

<table>
<thead>
<tr>
<th>Feature</th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Medical school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Pharmacy school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Public health school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Veterinary school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Satellite campus</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Hospital</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Farm larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Agricultural experiment station</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

### Reason for excluding agricultural school:

---
Reason for excluding medical school:
---

Reason for excluding pharmacy school:
---

Reason for excluding public health school:
---

Reason for excluding veterinary school:
---

Reason for excluding satellite campus:
---

Reason for excluding hospital:
---

Reason for excluding farm:
---

Reason for excluding agricultural experiment station:
---

Narrative:
---
Operational Characteristics

Endowment size:
275,500,000 US/Canadian $

Total campus area:
375 Acres

IECC climate region:
Cold

Locale:
Urban fringe of large city

Gross floor area of building space:
1,810,920 Gross Square Feet

Conditioned floor area:
1,590,980 Square Feet

Floor area of laboratory space:
0 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:
579,198 Square Feet

Electricity use by source::

<table>
<thead>
<tr>
<th>Percentage of total electricity use (0-100)</th>
</tr>
</thead>
</table>

"---" indicates that no data was submitted for this field
### Energy used for heating buildings, by source:

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total energy used to heat buildings (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>---</td>
</tr>
<tr>
<td>Coal</td>
<td>---</td>
</tr>
<tr>
<td>Electricity</td>
<td>---</td>
</tr>
<tr>
<td>Fuel oil</td>
<td>---</td>
</tr>
<tr>
<td>Geothermal</td>
<td>---</td>
</tr>
<tr>
<td>Natural gas</td>
<td>---</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>---</td>
</tr>
</tbody>
</table>
A brief description of other sources of building heating not specified above:

---
Academics and Demographics

Criteria

n/a

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

Number of academic divisions:
2

Number of academic departments (or the equivalent):
10

Full-time equivalent enrollment:
2,983

Full-time equivalent of employees:
776

Full-time equivalent of distance education students:
0

Total number of undergraduate students:
2,106

Total number of graduate students:
1,237

Number of degree-seeking students:
3,343

Number of non-credit students:
3

Number of employees:
838

Number of residential students:
1,701
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.

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</thead>
<tbody>
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<td>Undergraduate Program</td>
</tr>
<tr>
<td>Graduate Program</td>
</tr>
<tr>
<td>Immersive Experience</td>
</tr>
<tr>
<td>Sustainability Literacy Assessment</td>
</tr>
<tr>
<td>Incentives for Developing Courses</td>
</tr>
<tr>
<td>Campus as a Living Laboratory</td>
</tr>
</tbody>
</table>
Academic Courses

Responsible Party

Carolyn Hotchkiss
Dean of Faculty
Academic Management

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:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sustainability courses</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of courses offered that</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>include sustainability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of courses offered by</td>
<td>304</td>
<td>292</td>
</tr>
<tr>
<td>the institution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):
10

Total number of academic departments (or the equivalent) that offer courses (at any level):
10

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):
Babson Sustainability Course Inventory April 2012.docx

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

The website URL where the inventory of course offerings with sustainability content is publicly available:
http://www.babson.edu/Academics/undergraduate/concentrations/pages/environmental-sustainability.aspx

A brief description of the methodology the institution followed to complete the course inventory:
This data was a combination of past collections (updated based on whether the course is still offered or not) and current listing of courses on the concentration website. Some knowledge has been gathered from students and faculty familiar with the course offerings.

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?:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>No</td>
</tr>
<tr>
<td>Praticums</td>
<td>No</td>
</tr>
<tr>
<td>Independent study</td>
<td>No</td>
</tr>
<tr>
<td>Special topics</td>
<td>Yes</td>
</tr>
<tr>
<td>Thesis/dissertation</td>
<td>No</td>
</tr>
<tr>
<td>Clinical</td>
<td>No</td>
</tr>
<tr>
<td>Physical education</td>
<td>No</td>
</tr>
<tr>
<td>Performance arts</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Carolyn Hotchkiss
Dean of Faculty
Academic Management

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:

Student numbers based on classes that graduated during the Fall, Spring, and Summer terms in 2013.

Undergraduate Program:

http://www.babson.edu/academics/undergraduate/Pages/learning-goals.aspx

Graduate Programs:

http://www.babson.edu/Academics/graduate/mba/Pages/learning-goals.aspx

http://www.babson.edu/Academics/graduate/msm/Pages/learning-goals.aspx
Number of students who graduated from a program that has adopted at least one sustainability learning outcome:
1,101

Total number of graduates from degree programs:
1,123

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

A list of degree, diploma or certificate programs that have sustainability learning outcomes:
All undergraduates, all MBA and Masters of Science in Management students

A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):
"Ethics and Social, Environmental, and Economic Responsibility – You are committed to continually developing ethical and professional character and abilities and make decisions based on an awareness of relevant stakeholders and an attempt to create and sustain social, environmental, and economic value."

The website URL where information about the institution’s sustainability learning outcomes is available:
http://www.babson.edu/academics/undergraduate/Pages/learning-goals.aspx
Undergraduate Program

Responsibility Party

Carolyn Hotchkiss
Dean of Faculty
Academic Management

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.

Submission Note:

Babson only offers one undergraduate degree program in Business. Students may select a concentration in Environmental Sustainability, among other programs.

"---" 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?:

No

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

Yes

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

Sustainability Certificate Program

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

The Sustainability Certificate Program seeks to educate students to make use of the skills, tools, and concepts from the liberal arts, business, and engineering to address environmental challenges and to evaluate potential paths towards sustainability at both the individual and societal level.

Addressing the challenge of using earth’s resources sustainably requires a collaborative and interdisciplinary approach in which basic research about the causes and consequences of environmental problems is combined with an understanding of the incentives and processes for large-scale economic activity, and the technology with which to reconfigure the human effect on the natural world. Wellesley, Olin, and Babson Colleges are uniquely suited to address this challenge by providing a joint program capable of educating students in ways that each cannot accomplish alone. By truly integrating business, engineering, and the liberal arts in the service of environmental sustainability, this program provides students with the cross-disciplinary academic preparation and the cross-campus cultural collaboration experiences needed to approach environmental issues holistically.
The website URL for the undergraduate minor, concentration or certificate (1st program):
http://www.babson.edu/undergraduate/academics/curriculum/pages/sustainability-certificate-program.aspx

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

A brief description of the undergraduate minor, concentration or certificate (2nd program):
The concentration is designed to appeal to students interested in environmental sustainability and social justice, including those students seeking careers within an environmental field. With this concentration, students will gain a broad understanding of and consideration for the importance of nature and the concept of environmental, economic, and social sustainability. Students will gain this understanding by taking courses spanning a number of different disciplines such as ecology, economics, engineering, entrepreneurship, film, law, literature, film, philosophy, and sociology. Students working in this concentration are challenged to recognize points of integration and points of tension between the needs of the planet and all its inhabitants and ecosystems, as well as the demands of business and economic growth. This concentration is co-sponsored by the Arts & Humanities and Math & Science Divisions.

The website URL for the undergraduate minor, concentration or certificate (2nd program):
http://www.babson.edu/Academics/undergraduate/concentrations/pages/environmental-sustainability.aspx

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:
---
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.

Submission Note:

Babson only offers three programs: MBA, MSM, and MSA

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

Institution offers fewer than 25 distinct graduate programs.
Immersive Experience

Responsible Party

Carolyn Hotchkiss
Dean of Faculty
Academic Management

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:

Multiple off-shore study courses taught through the lens of sustainability are offered each year.

Sustainability Immersive Experiences offered in 2013 and 2014:
- Sustainability and Community Program in Stellenbosch, South Africa led by Michelle McCormack
- Social Responsibility in Malaysia led by James Hoopes

The following programs are less focused on sustainability, but still use it as a theme:
- Culture, Society and Entrepreneurship in Developing Economies: Ghana led by Steven Deets and Dennis Hanno

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

**Responsible Party**

Carolyn Hotchkiss  
Dean of Faculty  
Academic Management

---

**Criteria**

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

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

This credit includes graduate as well as undergraduate students.

---

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

Responsible Party

Carolyn Hotchkiss
Dean of Faculty
Academic Management

Criteria

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

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

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

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

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

No

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

---

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

---

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

---
Campus as a Living Laboratory

Criteria

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

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

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Research</td>
</tr>
<tr>
<td>Support for Research</td>
</tr>
<tr>
<td>Access to Research</td>
</tr>
</tbody>
</table>
Academic Research

Responsible Party

Carolyn Hotchkiss
Dean of Faculty
Academic Management

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:
30

Total number of the institution’s faculty and/or staff engaged in research:
115

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
9

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:
Babson Faculty Research April 2012.docx

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

Julie Levinson Arts & Humanities
Elizabeth Swanson Goldberg Arts & Humanities
Mary Pinard Arts & Humanities
Brian Seitz Arts & Humanities
Danielle Krcmar Arts & Humanities
Beth Wynstra Arts & Humanities
Jan Bell Accounting & Law
Toni Lester Accounting & Law
Tony Wain Accounting & Law
Ross Petty Accounting & Law
Bradley George Entrepreneurship
Jay Friedlander Entrepreneurship
Caroline Daniels Entrepreneurship
Mike Caslin Entrepreneurship
Candida Brush EPS
Mary Godwyn HIstory & Society
Stephen Deets History & Society
Xinghua Li History & Society
Gaurab Bhardwaj Management
James Hunt Management
Dwight Gertz Management
Danna Greenberg Management
Jean-Pierre Jeannet Marketing/Glavin Center
Vikki Rodgers Math & Science
Chuck Winrich Math & Science
Dennis Mathaisel Math & Science
Meg Maclean Math & Science
Marty Anderson TOIM
Kate McKone-Sweet TOIM
Sinan Erzurumlu TOIM

A brief description of the methodology the institution followed to complete the research inventory:
Survey to faculty sent out via Dean of Faculty

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:
Sinan Erzurumlu (Technology and Operations Management):


Vikki Rodgers (Math and Science):

Danna Greenberg (Management) and Kate McKone-Sweet (TOIM):

**The website URL where information about sustainability research is available:**
http://www.babson.edu/about-babson/sustainability/education/Pages/default.aspx
Support for Research

Responsible Party
Carolyn Hotchkiss
Dean of Faculty
Academic Management

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:
Paul Greene Telecommunications Research Award. It is included in the announcement to students that there was special interest in proposals related to sustainability.

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

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:
Yes
A brief description of the institution’s program(s) to encourage faculty research in sustainability:

The Lewis Institute funds 10-12 cases per year that fit the criteria of social impact and environmental responsibility. The College also funds teaching material development in Clean Technology through a specific gift.

Additionally, the Babson Faculty Research Fund provides funds for all research on campus. This fund does not target sustainability research, but does provide funds for sustainability themed research.

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

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

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

Babson gives positive recognition to interdisciplinary research in tenure and promotion consideration. It is a plus factor when a faculty member has strong interdisciplinary research.

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

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:
No

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

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

Criteria

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Student Educators Program</td>
</tr>
<tr>
<td>Student Orientation</td>
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<tr>
<td>Student Life</td>
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<tr>
<td>Outreach Materials and Publications</td>
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<tr>
<td>Outreach Campaign</td>
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<tr>
<td>Employee Educators Program</td>
</tr>
<tr>
<td>Employee Orientation</td>
</tr>
<tr>
<td>Staff Professional Development</td>
</tr>
</tbody>
</table>
Student Educators Program

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

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:

3,343

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

Eco-Reps

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

2,106
A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

Eco-Reps are student representatives that are trained through team meetings to become environmental change agents. These students educate other residents in their community about environmental issues and encourage them to live in a more ecofriendly way. Goals of the program include enhancing students’ knowledge and skills to successfully communicate sustainability to their peers, increasing overall student awareness of environmental actions and ways to effect individual and group change on campus, and institutionalizing environmental stewardship within the student body.

Examples of the peer-to-peer outreach include:
- Zero Waste Challenge - Eco Reps get members of their community to sign up to take the challenge of carrying all their was around in a Ziplock bag for an entire week.
- Babson Unplugged - Eco Reps help spread the word on how to properly unplug and power down before winter break.
- Trivia Night - Eco Reps host a game of trivia that focuses entirely on topics of sustainability.

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

Students interested in an Eco Rep position are asked to send cover letters and resumes to the program coordinator of the Sustainability Office. These students are then asked in for 20 minute interviews. 4 Eco Reps and 2 Eco Reps Coordinators are chosen from the pool of applicants and are e-mailed their acceptance letters.

Some criteria used to select students include: time management skills, teamwork experience, ability to learn, and an approachable attitude.

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

The students selected for the Eco-Reps program at Babson are trained through an Environmental Action workshop designed by GreenerU®. In this workshop students examine current sustainability concerns on campus and across the world through the lens of psychology, social marketing and critical thinking. The students gain knowledge on environmental issues and behavioral science tools. This newly acquired knowledge and set of tools will enable students to examine their personal behaviors and those of their peers and assess how to foster pro-environmental behavior change.

The workshop is conducted in three different sessions. Each session will focus on three aspects – Environmental Knowledge/Literacy, Skills required to move towards action and Action planning. Upon completion of these sessions, during the academic year, students will continue to gather bi-weekly for 75 minute peer review meetings. The bi-weekly meetings will help students engage in activities that include critical thinking exercises, personal behavior challenges, and campus social marketing group campaigns. These activities will help students build critical skills in communication, implementing social marketing campaigns and planning green events. By the end of the year, students will be empowered to become leaders of environmental action and should have a new perspective of themselves, the society in which they live, and the environment.

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

The Sustainability Coordinator is responsible for coordinating all of the sustainability efforts on campus. The hiring and training of Eco-Reps are also managed by this staff member. At Babson, Eco-Reps is a paid position. Each Eco-Rep is expected to work six hours per week and each Eco-Rep Coordinator is expected to work eight hours per week.
Name of the student educators program (2nd program):
---

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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:

From the first day students arrive on campus, they are exposed to sustainability in a variety of ways. When students receive their room keys and other crucial information packs, the Sustainability Office hosts a table to introduce initiatives. Students and parents hear about the latest projects on campus, ask questions about our programs, and receive green products such as reusable water bottles. Sustainability is also integrating into the move-in process as members of the staff, facilities, and volunteers collect recyclable packaging materials from the first-year residence halls and organize them for easy removal.

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

---
Student Life

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

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?:

<table>
<thead>
<tr>
<th>Yes or No</th>
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<tbody>
<tr>
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<td>Activity</td>
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<tr>
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<tr>
<td>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</td>
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<td>Programs through which students can learn sustainable life skills</td>
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<td>Sustainability-focused student employment opportunities offered by the institution</td>
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<td>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</td>
</tr>
<tr>
<td>Other co-curricular sustainability programs and initiatives</td>
</tr>
</tbody>
</table>
The name and a brief description of each student group focused on sustainability:

The Babson Energy and Environmental Club (BEEC) is comprised of Babson College's graduate students. They are a group of students committed to entrepreneurship, sustainable initiatives, and educating themselves with all things green. Their largest event is a conference organized each year, where they invite inspiring leaders in the industry as guest speakers. A carbon neutral organization, BEEC purchases carbon offsets to counterbalance the carbon dioxide emissions resulting from their events and activities. BEEC’s Green-e certified offsets have been purchased through Carbonfund.org, a non-profit organization that supports renewable energy, reforestation and energy efficiency projects worldwide to reduce carbon emissions and the threat of climate change. The organization is primarily run by the student leaders with the support of several advisors from the professional and academic sphere.

The website URL where information about student groups is available:
http://babsonenergy.com/

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:

Faculty, staff, and students run ten 4’x8’ raised organic garden beds where herbs, vegetables, and fruits are grown. It is located in between the Reynolds and Hollister buildings.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:
http://www.babson.edu/news-events/babson-magazine/summer-2013/babson-beyond/Pages/home.aspx

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

Every first year student is part of a business as part of the Foundations of Management and Entrepreneurship (FME). Students present business ideas at the start of the year during the annual Rocket Pitch and the top ideas get turned into businesses. Throughout this process students are taught about corporate responsibility, life cycle analysis of a product, and the management team attends a presentation by the Sustainability Office. In addition, individual students begin their own entrepreneurial ventures. For example, Macy Horton, a current undergraduate student, founded Rock Dust Soil Solutions in pursuit of her passions for sustainability and entrepreneurship.

http://www.rockdustsoilsolutions.com/

The website URL where information about the student-run enterprise(s) is available:
A brief description of the sustainable investment or finance initiatives:

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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:

Babson's fourth annual Sustainability Fair (From Day One Fest) was held at the start of fall semester 2014 and attracted more than 300 students as well as over 100 faculty, staff, administrators, and community members. The zero-waste fair showcased sustainability efforts at Babson and beyond, and featured student groups, sustainable alumni businesses, and sustainable food.

The annual Babson Energy and Environment Conference provides a forum for leading professionals and companies to discuss how clean energy innovation will drive a new era of energy, economics and policy. In 2014, the conference - Fifteen Shades of Green - was about how energy efficiency and sustainability has evolved into an integral part of every industry helping grow the top line and breaking the long held myth that sustainability is a cost center.

Babson Alumni Green Forum is a career affinity group that serves as a networking and professional development forum for alumni, current students, faculty, staff, parents, and friends of Babson. The Forum provides educational events and resources for members of the Babson community who share an interest in energy, environment, and sustainable business practices.


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

http://www.babsonenergy.com/

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

Babson's visual arts center opened an exhibit in the Spring of 2014 titled SURGE, which is interactive art based on streaming energy data created by Deb Todd Wheeler and Bec Conrad in collaboration with Babson/Olin/Wellesley students.

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

http://www.babson.edu/student-life/arts-culture/visual-arts/pages/campus-exhibits.aspx

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

The Babson Outdoors Association advocates participation in outdoor activities. The association organizes several great outings to go white water rafting, rock climbing, etc. for the entire Babson community.
The website URL where information about the wilderness or outdoors program(s) is available:
https://life.babson.edu/organization/boa

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

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

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

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

A brief description of sustainability-focused student employment opportunities:
The Sustainability Office hires several student interns every year.

The website URL where information about the student employment opportunities is available:
http://www.babson.edu/about-babson/sustainability/aboutus/Pages/Meet-the-Staff.aspx

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

Yes, Babson has had a pledge since May 2012. This pledge is offered to all graduating students who will wear ribbons on their graduation gowns letting people know of their pledge.

Graduation Pledge -
“Through the application of entrepreneurial thought and action, I pledge to integrate social, environmental and economic sustainability concepts into the business practices in which I partake, in order to create resilient, sustainable prosperity.”

The website URL where information about the graduation pledge program is available:
http://www.babson.edu/about-babson/sustainability/collaboration/pages/annual-events.aspx

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

---
Outreach Materials and Publications

Responsible Party

Alex Davis  
Sustainability Program Analyst  
Sustainability Office

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?:

| A central sustainability website that consolidates information about the institution’s sustainability efforts | Yes |

STARS Reporting Tool | AASHE
<table>
<thead>
<tr>
<th>A sustainability newsletter</th>
<th>Yes</th>
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</thead>
<tbody>
<tr>
<td>Social media platforms that focus specifically on campus sustainability</td>
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<td>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</td>
<td>No</td>
</tr>
<tr>
<td>Other sustainability publications or outreach materials not covered above</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

Babson Sustainability redesigned its site in the Fall of 2013. This new page includes a broad offering of all activities on campus - including an active calendar and twitter feed from our active student groups.

**The website URL for the central sustainability website:**
http://www.babson.edu/sustainability

A brief description of the sustainability newsletter:

Babson has an informational e-newsletter called Sustainability at Babson that is sent out to all of the campus community. It details operational efforts with regard to sustainability and offers tips to faculty, staff, and students for sustainability. Features campus individuals and events that contribute to sustainability initiatives.

The website URL for the sustainability newsletter:

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

The student employees of the Sustainability Office are responsible for maintaining a social media presence on Facebook and Twitter. These platforms create possibilities to engage with students, staff, and faculty on campus as well as other college groups, sustainability leaders, and environmental entrepreneurs off campus. The active Facebook page is called Babson Eco-Reps

https://www.facebook.com/BabsonEcoReps

and the Twitter handles are @BabsonEcoRep and @BabsonSustain. @BabsonEcoRep focuses most of peer engagement while @BabsonSustain focuses on being an informative source for all campus sustainability topics.

Twitter:

http://www.twitter.com/BabsonEcoRep

http://www.twitter.com/BabsonSustain

The website URL of the primary social media platform that focuses on sustainability:
https://www.facebook.com/BabsonEcoReps

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

---

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

A brief description of building signage that highlights green building features:
Some of the dorms have occupancy sensor thermostats and there is a poster in each of these dorms letting the students know the benefits of these thermostats. Monitors around campus are used to educate users of the building what energy or water efficiency programs are currently going on.

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

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

There is signage in the campus dining hall that informs students about local food options along with signs that discourages food waste.

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:

In appropriate areas Babson has signs that read:
Less Mowing Equals Less Emissions
Babson is reducing its carbon footprint by turning underutilized lawns back into natural landscape.
Planting Trees - Creating Habitat - Sustainability at Babson

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:

in development

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

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

---

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

Every First Year seminar course is provided with a Sustainability Workbook that talks about sustainability at Babson and doubles as a guide on how to practice green living.

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

---

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

---

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

---

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

Sustainability at Babson provides a brief informational page on the top sustainability activities at Babson.

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


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

---

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

---

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

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

---

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

---

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

---

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

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

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

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

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

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

---

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

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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

Alex Davis
Sustainability Program Analyst
Sustainability Office

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):
Zero Waste Challenge
A brief description of the campaign (1st campaign):

This Challenge started in Fall 2010 to make students and staff aware of their waste stream. For one week, participants carry around any trash they generated for a week that was not recycled or composted. Over 200 students and staff participate every year. It is run by the Sustainability Office.

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

We weighed the total waste produced by participants and also saw an increase in the recycling rate during the challenge.

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

http://www.babson.edu/sustainability

The name of the campaign (2nd campaign):

Print Reduction Email Campaign

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

The Sustainability Office works with Business & Financial Services, Canon, and ITSD to compile printing statistics on all faculty, staff, and students. These stats are sent to all individuals on campus to make them more aware of their printing habits, and provides them with baseline norms and tools for lowering printing needs.

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

Babson has seen regular annual drops in printing rates every semester for the past few years.

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

---

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

---
Employee Educators Program

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

Criteria

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

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

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

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

Submission Note:

The number of employees served is an estimate based on the number of Eco-Leaders and the audience for their work (their departments or offices).

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

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

---

Total number of employees:

839

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

Eco-Leaders

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

180
A brief description of how the employee educators are selected (1st program):
All employees are invited to attend informational sessions and are asked to commit to monthly workshops as well as their educator duties.

A brief description of the formal training that the employee educators receive (1st program):
Eco-Leaders are trained through an extended version of the Environmental Action Workshop designed by GreenerU®. In this workshop participants will examine current sustainability concerns on campus. They will be given presentation from environmental students groups along with an overview of sustainability projects from facilities. They will gain knowledge on environmental issues and behavioral science tools. This newly acquired knowledge and set of tools will enable students to examine their personal behaviors and those of their peers and assess how to foster pro-environmental behavior change.

A brief description of the staff and/or other financial support the institution provides to the program (1st program):
The Sustainability Program Manager is responsible for facilitating Eco-Leader meetings helping narrow in the focus on important topics at Babson and developing strategic methods in creating sustainable change in the work place.

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

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

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

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

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

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

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

Name(s) of the employee educator program(s) (all other programs):
Number of employees served by all other programs:

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

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

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

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

 Responsible Party

 Alex Davis
 Sustainability Program Analyst
 Sustainability Office

 Criteria

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

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

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

 ---

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

 In New Employee Orientation we review the College’s sustainability efforts and encourage new employees to get involved and participate. We emphasize the benefit of printing to multi-function devices if printing is necessary and our single stream recycling programs. They are also given additional resources for learning more about what Babson does to focus on sustainability via our orientation website.

 All new employees receive a reusable mug, tote bag, and grocery bag during orientation, and are encouraged to use them on campus in the future.

 We are about to roll out a new onboarding process that will include sending a sustainability "quiz" to employees before their first day. In addition, sustainability tips and updates will be sent occasionally with other communication to new employees in their first 6 months at Babson.

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

 ---
Staff Professional Development

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

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:

Babson Sustainability Office holds monthly Environmental Action Workshops for staff designed to foster environmental change agents, called the Eco-Leaders Program. Through the lens of psychology, Eco-Leaders look at the current environmental issues impacting our world and are given tools to examine their and their peers’ personal behavior to learn how to create real change in our offices, on our campus, and in our lives. Eco-Leaders an engaged group of Babson staff who act as environmental ambassadors for their peers and co-workers at Babson, and the workshops are open to any and all staff members.

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

---

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Partnerships</td>
</tr>
<tr>
<td>Inter-Campus Collaboration</td>
</tr>
<tr>
<td>Continuing Education</td>
</tr>
<tr>
<td>Community Service</td>
</tr>
<tr>
<td>Community Stakeholder Engagement</td>
</tr>
<tr>
<td>Participation in Public Policy</td>
</tr>
<tr>
<td>Trademark Licensing</td>
</tr>
<tr>
<td>Hospital Network</td>
</tr>
</tbody>
</table>
Community Partnerships

**Responsible Party**

Alex Davis  
Sustainability Program Analyst  
Sustainability Office

---

**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:

<table>
<thead>
<tr>
<th>Type of Partnership</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **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 |
<table>
<thead>
<tr>
<th><strong>C. Transformative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope:</strong> 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)</td>
</tr>
<tr>
<td><strong>Duration:</strong> Is multi-year or ongoing and proposes or plans for institutionalized and systemic change</td>
</tr>
<tr>
<td><strong>Commitment:</strong> Institution provides faculty/staff and financial or material support</td>
</tr>
<tr>
<td><strong>Governance:</strong> 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</td>
</tr>
</tbody>
</table>
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.

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:

Community partnerships through the Bernon Center include:

1. Cradles to Crayons - their mission is to put new and gently-used children's essentials into the hands of Massachusetts families who need them most. From strollers and car seats to books and clothing, we hold drives to recycle items that enrich the lives of children and the people who love them.

2. The Natick Community Organic Farm is a non-profit, certified organic farm providing productive open space, food to the public, and hands-on education for all ages, year-round. Babson helps to connect volunteers with the farm. During the summer we have students that work at the farm and then students help with the harvest in the fall. We also help to raise awareness of the farm.

3. Waltham Fields Community Farm (WFCF) supports local hunger relief efforts by providing fresh produce to local food pantries, soup kitchens and shelters. Since its germination in the fertile minds of an idealistic crew of gleaners in 1995, WFCF has donated approximately 120,000 pounds of produce. During the summer we have students that work at the farm and then students help with the harvest in the fall. We have not worked with them since 2008, however.
4. Boston Food Bank - We hold food drives, first year student businesses partner with them, and we send volunteers to their location in Boston. The Food Bank annually distributes nearly 20 million pounds of food, for a total wholesale value of over $41 million. The food is distributed to a network of more than 800 member feeding programs (including soup kitchens, food pantries and homeless shelters) throughout the nine counties in eastern Massachusetts. Volunteers work to sort incoming donations and package them for delivery.

5. Needham/Wellesley Housing Authority/Barton Road: Babson supports local low-income families living in public housing in these areas through a variety of programs. Some past programs have included holiday gift donations, tutoring and mentoring for children, family togetherness events, and computer classes. Babson helps to connect to mentors and/or program coordinators as well.

6. Habitat for Humanity: There is a dedicated Habitat organization on campus and we hold four alternative break trips to support the organization.

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

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

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

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

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

The website URL where information about sustainability partnerships is available:
http://www.babson.edu/offices-services/faith-and-service/bernon-center/Pages/default.aspx
Inter-Campus Collaboration

Responsibility Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

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) In Nov. 2011, Babson hosted a Eco Rep Symposium for the schools in the Northeast. The Symposium served as a collaborative space for students and sustainability coordinators to share and learn from one another about successful student engagement programs for sustainability. School representatives gained insight into the key challenges facing Eco Reps and other peer-to-peer sustainability education programs and learned strategies to overcome them

2) Babson's Energy and Environmental Club had their annual conference in the spring of 2014. The theme for the conference this year was "Fifteen Shades of Green."

http://babsonenergy.com/2014conference/

3) Babson's Eco Reps presented at AASHE 2013 on "Not Just Another Student Project : Best Practices for Working Effectively with Campus Administration"

4) Babson staff presented at AASHE 2013 on "Sustainability by the Numbers"

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) AASHE
2) Northeast College Sustainability Consortium (NECSC)
3) MassRecycle
4) Babson-Olin-Wellesley Partnership for Sustainability
5) AAC&U - Association of American Colleges & Universities
6) Massachusetts Schools Sustainability Coordinators Roundtable (MSSCOR)
7) College and University Recycling Coalition
8) APPA
9) Society for College and University Planning (SCUP)
10) International Facility Management Association (IFMA)

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

Tri-Campus Sustainability Certificate Program with Olin and Wellesley Colleges: A certificate program, which will focuses on environmental studies started in the fall of 2011 and is available to students on any of the three campuses and will be undertaken alongside any degree program. Students can choose among a common set of courses that will emphasize a liberal arts (science, social science and humanities) understanding of environmental issues, the role of business and entrepreneurship in solving environmental problems, and an appreciation of how the practice and process of engineering and design can contribute as well.

These courses will be augmented by a “core course” that will focus on how to integrate insight from across the disciplines to solve problems. It is designed to challenge and enable students to bring together different types of knowledge and to synthesize new perspectives and understanding.

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

http://www.babson.edu/undergraduate/academics/curriculum/pages/sustainability-certificate-program.aspx
Continuing Education

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

Submission Note:

The Lewis Institute is in the process of developing a course for the Executive Education Center focused on Social Innovation.

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

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

Yes

Number of continuing education courses offered that address sustainability:

1

Total number of continuing education courses offered:

31

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

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

---

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:
No

A brief description of the certificate program:

---

Year the certificate program was created:

---

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

---
Community Service

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

Criteria

Part 1

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

Part 2

Institution engages students in community service, as measured by the average hours contributed per full-time student per year. Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

Submission Note:

This is a conservative estimate for the 2009/2010 academic year. We did not track this exact information for 2009/2010, but are tracking it 2010/2011 and going forward. Total number of full time students is reported.

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

Number of students engaged in community service:

1,898

Total number of students:

2,998

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

---

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

27,500

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:

Yes, for Bernon Scholars.

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

---

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

---

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

http://www.babson.edu/offices-services/faith-and-service/bernon-center/Pages/default.aspx
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.
Criteria

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

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

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

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

No

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

---

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

---

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

---

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

---
Trademark Licensing

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

Criteria

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

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

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

No

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

Yes

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

No

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

---
Hospital Network

Criteria

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

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

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

Air & Climate

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions</td>
</tr>
<tr>
<td>Outdoor Air Quality</td>
</tr>
</tbody>
</table>
Greenhouse Gas Emissions

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

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.

Submission Note:

FY13 data given in the credits. Our FY13 Sightlines report has not been issued, so we cannot post it. Please contact sustainability@babson.edu
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?:

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>Yes</td>
</tr>
<tr>
<td>Commuting</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>No</td>
</tr>
<tr>
<td>Capital goods</td>
<td>No</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>No</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>No</td>
</tr>
</tbody>
</table>

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:
Babson contracts with Sightlines to perform the GHG emissions inventory, which was done with the CA-CP tool.

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::

---
<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope 1 GHG emissions from stationary combustion</strong></td>
<td>5,034.48 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 1 GHG emissions from other sources</strong></td>
<td>447 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 2 GHG emissions from purchased electricity</strong></td>
<td>5,772.54 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 2 GHG emissions from other sources</strong></td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

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

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

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

---

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

---

A brief description of the composting and carbon storage program:

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

---

Figures needed to determine “Weighted Campus Users”:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>1,701</td>
<td>1,417</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>2,842</td>
<td>2,715</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>776</td>
<td>695.50</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2004</td>
<td>June 30, 2005</td>
</tr>
</tbody>
</table>

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

Used in Babson’s ACUPCC submissions and Climate Action Plan

Gross floor area of building space, performance year:

1,810,920 Square Feet

Floor area of energy intensive building space, performance year:
### Laboratory space
0 Square Feet

### Healthcare space
0 Square Feet

### Other energy intensive space
0 Square Feet

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>795.24 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Commuting</td>
<td>2,985.50 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>---</td>
</tr>
<tr>
<td>Capital goods</td>
<td>---</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>---</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>---</td>
</tr>
<tr>
<td>Other categories (please specify below)</td>
<td>---</td>
</tr>
</tbody>
</table>

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

---

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

---

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

http://rs.acupcc.org/ghg/2469/

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

- Purchase of 5% wind power from utility
- Transition from fuel oil to natural gas
- Energy efficiency measures including lighting and HVAC retrofits
Outdoor Air Quality

Criteria

Part 1

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

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

Part 2

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

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

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

Credit

<table>
<thead>
<tr>
<th>Building Operations and Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Design and Construction</td>
</tr>
<tr>
<td>Indoor Air Quality</td>
</tr>
</tbody>
</table>
Building Operations and Maintenance

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

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.

Submission Note:

We are currently reviewing our O&M practices and considering how to meet LEED O&M standards on campus.

"---" 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?:

<table>
<thead>
<tr>
<th>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>
The DGNB system, Green Star Performance, or another 3-tier GBC rating system | No

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system | No

Other non-GBC rating systems (e.g. BOMA BESt, Green Globes) | No

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

---

Total floor area of eligible building space (operations and maintenance):
1,899,432 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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
<tr>
<td>Mid-Level</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>---</td>
</tr>
<tr>
<td>4th Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>---</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>---</td>
</tr>
</tbody>
</table>

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

---

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

126,874 Square Feet

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

Sustainable Building Operations Final_1.docx

The date the guidelines or policies were formally adopted:

Jan. 1, 2012

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

Built to LEED Silver: Mandell Family Hall

Certified Energy Star:

Pietz Hall

Hollister Hall

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:
Energy consumption is monitored for all buildings on campus through sub metering. Reports on these buildings are done on a monthly basis and reviewed by our energy management and operational managers.

Operations managers in housekeeping understand the sustainability goals and choose cleaning processes that reflect that goal. Where possible chemicals are avoided altogether and only used when absolutely necessary. These people monitor staff activities to ensure this guideline is applied campus wide.

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

http://www.babson.edu/about-babson/sustainability/green-campus/Pages/Buildings.aspx
Building Design and Construction

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

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.

Submission Note:

Babson has not completed construction of any new buildings in the past five years, and has not done any major renovations. At the time of this submission, a new residence hall is under construction and is planned for LEED Silver certification.

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

Institution does not have any "Eligible Building Space (Design and Construction)," as defined in this credit.
Indoor Air Quality

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

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:
1,813,757 Square Feet

Gross floor area of building space:
1,813,757 Square Feet

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

Facilities Management & Planning and our EH&S team respond to complaints and concerns regarding air quality on an as needed/requested basis. We possess the equipment to test for air quality issues. Complaints can be made through our work order system or by emailing or call the facilities help desk. Testing is conducted including visual observation, HVAC testing and monitoring and using the Aircuity Optima 500 building performance system.

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 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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
</tr>
<tr>
<td>Low Impact Dining</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

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

Alex Davis
Sustainability Program Analyst
Sustainability Office

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.

Submission Note:

At this time we do not have recent information available to report for the annual spending levels.

"---" 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:

Not calculated so 100% entered to avoid wrongly claiming points

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 provides 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”):

Meat, fish, egg, and dairy products are separated from vegetable selections at salad bars. Separate vegan restaurant with dedicated preparation and cooking area free of dairy, meat, and fish products. All food items are labeled.

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

---

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

http://www.babsondining.com/

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Energy Consumption</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
</tr>
</tbody>
</table>
Building Energy Consumption

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

Criteria

Part 1

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

Part 2

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

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

Submission Note:

FY13 for performance year

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

Building energy consumption::

<table>
<thead>
<tr>
<th>Description</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total building energy consumption, all sources</td>
<td>76,074.82 MMBtu</td>
<td>97,389.13 MMBtu</td>
</tr>
<tr>
<td>- Grid-purchased electricity for buildings</td>
<td>61,814 MMBtu</td>
<td>74,127.31 MMBtu</td>
</tr>
<tr>
<td>- District steam/hot water for buildings</td>
<td>0 MMBtu</td>
<td>0 MMBtu</td>
</tr>
</tbody>
</table>

Gross floor area of building space::
### Performance Year vs. Baseline Year

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gross floor area</strong></td>
<td>1,810,920 Gross Square Feet</td>
<td>1,758,828 Gross Square Feet</td>
</tr>
</tbody>
</table>

### Floor Area of Energy Intensive Space, Performance Year:

<table>
<thead>
<tr>
<th></th>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Laboratory space</strong></td>
<td>0 Square Feet</td>
</tr>
<tr>
<td><strong>Healthcare space</strong></td>
<td>0 Square Feet</td>
</tr>
<tr>
<td><strong>Other energy intensive space</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Degree Days, Performance Year:

<table>
<thead>
<tr>
<th></th>
<th>Degree Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heating degree days</strong></td>
<td>5,781</td>
</tr>
<tr>
<td><strong>Cooling degree days</strong></td>
<td>762</td>
</tr>
</tbody>
</table>

### Source-Site Ratios:

<table>
<thead>
<tr>
<th></th>
<th>Source-Site Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grid-purchased electricity</strong></td>
<td>3.14</td>
</tr>
<tr>
<td><strong>District steam/hot water</strong></td>
<td>1.20</td>
</tr>
</tbody>
</table>

### Start and End Dates of the Performance Year and Baseline Year (or 3-year periods):

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Year</strong></td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td><strong>Baseline Year</strong></td>
<td>July 1, 2004</td>
<td>June 30, 2005</td>
</tr>
</tbody>
</table>

A brief description of when and why the building energy consumption baseline was adopted:
A brief description of any building temperature standards employed by the institution:

---

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

LED Lights have been used in 2 classroom applications and an office in our Facilities Building. We have also used LED's in the majority of our outdoor lights and we have five solar powered lights that have LED's in them. LED lights are being experimented with for use in elevators and some elevator lobbies. The college recently installed LED lighting in a major parking lot at the college skating rink and a main Student Lot (Knight Lot). We have utilized high efficiency induction lighting in our parking deck. We have installed LEDs in our Campus Center.

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

70-80% of our non residential buildings have occupancy control. These sensors have been used in several residential buildings. We have offices in our facilities building with motion sensors, classrooms with motion sensors and residence halls where hallways and common spaces have motion sensors. Technologies include passive infrared and acoustic motion sensors. Lights over library stacks are controlled by rows.

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

---

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

---

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

---

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

Babson has been systematically working through its buildings to update its HVAC systems, controls, lighting, and to transition from oil to natural gas for heating.

Projects include retro-commissioning of the Executive Conference Center, installation of gas lines to buildings previously using fuel oil, lighting retrofits across campus, implementation of set points and building turn-downs, new boilers and furnaces, etc.

A brief description of any energy metering and management systems employed by the institution:
Many of the college buildings have EMS tied to the HVAC shop at Facilities. Systems include American Automatrix, Johnson controls, etc.

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

All new appliances are Energy Star when available.

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

We have an annual tree-planting event and will be planting trees on the south and west sides of a residence hall with high sun exposure to provide shade and privacy.

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

---

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

---

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

http://www.babson.edu/about-babson/sustainability/green-campus/Pages/energy-greenhouse-gas.aspx
Clean and Renewable Energy

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

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. 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
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.

<table>
<thead>
<tr>
<th>Clean and renewable energy from the following sources:</th>
<th>Performance Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>Option 2: Non-electric renewable energy generated on-site</td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>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</td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</td>
<td>3,090.70 MMBtu</td>
</tr>
</tbody>
</table>

Submission Note:

Total energy consumption includes purchased electricity, natural gas, and fuel oil for FY2013.

"---" indicates that no data was submitted for this field
Total energy consumption, performance year:
76,074.82 MMBtu

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

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

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

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

Through Babson's electrical utility provider, Wellesley Municipal Light Plant, Babson has a contract to provide 5% of its electricity from wind power generated at the Spruce Mountain Wind Farm in Maine. This is a premium over the grid mix provided by Wellesley Municipal Light Plant.

The website URL where information about the institution's renewable energy sources is available:
http://www.babson.edu/about-babson/sustainability/green-campus/Pages/energy-greenhouse-gas.aspx
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Management</td>
</tr>
<tr>
<td>Biodiversity</td>
</tr>
</tbody>
</table>
Landscape Management

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

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:

<table>
<thead>
<tr>
<th>Management Level</th>
<th>Standards and/or Certifications Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) IPM Plan</td>
<td>IPM plan calls for:</td>
</tr>
<tr>
<td></td>
<td>• Using least-toxic chemical pesticides,</td>
</tr>
<tr>
<td></td>
<td>• Minimum use of chemicals, and</td>
</tr>
<tr>
<td></td>
<td>• Use of chemicals only in targeted locations and only for targeted species</td>
</tr>
</tbody>
</table>
### 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:

<table>
<thead>
<tr>
<th>Area</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total campus area</td>
<td>361 Acres</td>
</tr>
<tr>
<td>Footprint of the institution's buildings</td>
<td>18 Acres</td>
</tr>
<tr>
<td>Area of undeveloped land, excluding any protected areas</td>
<td>234 Acres</td>
</tr>
</tbody>
</table>

Area of managed grounds that is:

<table>
<thead>
<tr>
<th>Area</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed in accordance with an Integrated Pest Management (IPM) Plan</td>
<td>83 Acres</td>
</tr>
<tr>
<td>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</td>
<td>0 Acres</td>
</tr>
<tr>
<td>Managed organically, third party certified and/or protected</td>
<td>26 Acres</td>
</tr>
</tbody>
</table>

A copy of the IPM plan:

---

The IPM plan:

Definition
Integrated Pest Management is a systematic approach to managing pests which focuses on long-term prevention or suppression with minimal impact on human health, the environment and non target organisms. IPM incorporates all reasonable measures to prevent pest problems by physical, biological or chemical pest population management methods to reduce pest to acceptable levels and prevent unacceptable damage or annoyance.

Procedures
The campus grounds are monitored regularly by our in house grounds staff who are instructed to report issues to the Supervisor of Grounds Operations. The Supervisor will visually inspect campus and those items reported to him regularly to determine if further action is necessary. If he determines this is the case he will review the issue with the Assistant Director of Grounds, Building Services and Sustainability to determine appropriate actions to take. If chemical means are deemed necessary, the product with the least harmful effects to the environment will be selected.
Cultural Practices and Preventative Measures
Where chronic pest problems have occurred on a historical basis, preventative measures including chemical applications may be used to prevent damage that will be both unsightly and costly to repair.

Dormant oils and non chemical means are used to manage insects at acceptable levels on high quality/visibility ornamental plantings.

Soil fertility in lawn areas is maintained with an organic approach to maintain turf vigor and to allow for natural defenses and recovery to pest and disease problems and to minimize use of synthetic fertilizers.

High quality lawns and fields are irrigated to maintain growth rate, appearance and recovery capabilities.

High quality lawns and fields are aerated regularly to maintain vigor and natural pest defenses.

Turf seed is selected for repair and maintenance to have good recovery and wear tolerance characteristics.

Native trees and shrubs will be selected for future plantings on campus that are acclimated to the local climate.

NOTE: The remaining acres of campus beyond the 145 are forested areas that are unmaintained and therefore not monitored as outlined in the IPM plan.

A brief summary of the institution’s approach to sustainable landscape management:
- Babson is working to minimize pesticide and fertilizer use on campus
- Returning landscaped areas to forest where possible to minimize inputs
- Regular tree planting as a community engagement tool
- Planting local/native plants

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

Our practice is to review planting plans and to use native plants almost exclusively. This has not been historical practice but is as recent at the last two years. Recent tree plantings on campus have all been natives.

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

We collect grass clippings, wood chips, branches, leaves and other materials in concrete walled bins and have them cleaned out several times each year by a vendor who takes the materials to a composting site.

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

We limit the amount of fertilizer used. We were an organic campus for a few years but recently needed to apply some chemicals.

A brief description of the institution’s use of environmentally preferable materials in landscaping and grounds
management:
Our plants are ordered from a local nursery.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:
We are constrained by existing regulation to protect the wetlands on campus. All work that will affect the wetlands is reviewed.
We also have extensive infiltration systems across campus, as detailed in the rainwater management credit.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):
We have been using liquid products (not salt) for several years now to treat our salt piles and improve performance for ice melting. On occasion roads and parking lots will be pre-treated with liquid anti icing agents to minimize plowing time and the need for salt applications. We also have no-salt areas near the wetlands.

A brief description of any certified and/or protected areas:
A portion of campus is protected by the Town of Wellesley as wetlands.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?
No

The website URL where information about the institution’s sustainable landscape management programs and practices is available:
http://www.babson.edu/about-babson/sustainability/green-campus/Pages/Grounds.aspx
Biodiversity

Criteria

The institution conducts one or both of the following:

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

  And/or

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

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

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Purchasing</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
</tr>
<tr>
<td>Inclusive and Local Purchasing</td>
</tr>
<tr>
<td>Life Cycle Cost Analysis</td>
</tr>
<tr>
<td>Guidelines for Business Partners</td>
</tr>
</tbody>
</table>
Electronics Purchasing

Responsible Party

Dan Tonelli
Director
IT Support Services

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

Spending covers our computer hardware (ThinkPad S1 Yoga, ThinkPad T440s, ThinkPad T431s, ThinkVision LT2252) for this past year and this up coming year (at the time of submission we just placed a large order to replace a substantial portion of campus hardware). It does not include any television, large LCD panel or audio visual information.

"---" 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:
From attached document:
"All standard computer hardware is selected to provide a high level of computing power at a cost effective price with an EPEAT Gold rating."

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

All desktop, laptop and mobile computing purchases MUST go through IT.

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

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

<table>
<thead>
<tr>
<th>EPEAT Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPEAT Bronze</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Silver</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Gold</td>
<td>3,057,513 US/Canadian $</td>
</tr>
</tbody>
</table>

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment: 3,057,513 US/Canadian $

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:
http://www.babson.edu/about-babson/sustainability/green-campus/Pages/Purchasing.aspx
Cleaning Products Purchasing

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

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:
Green Purchasing Policy Purchasing Babson College.htm

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

"Babson will strive to purchase materials that are... Non-toxic or minimally toxic, preferably biodegradable."

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

We are working around the campus to decrease the number of potentially hazardous chemicals used in cleaning. Some initiatives in this area include:
Dining Services are increasingly using a line of more environmentally responsible cleaning products called EcoLogic
Purchase and deployment of 60 ActiveIon “Ionator” units which effectively clean and sanitize using ionized water instead of chemicals.
More than 60% of the cleaning agents used on campus are certified as “green”
Equipment is being replaced with newer versions that meet green criteria such as reduced water consumption, no or low chemical use, and HEPA filters on vacuums

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

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:
39,466.79 US/Canadian $

Total expenditures on cleaning and janitorial products:
80,585.46 US/Canadian $

Has the institution’s main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:
No

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

A copy of the sections of the cleaning contract(s) that reference certified green products:
Babson Green Purchasing Policy.doc

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.babson.edu/about-babson/sustainability/green-campus/Pages/Green-Cleaning.aspx
Office Paper Purchasing

Responsible Party

Teresa Pitaro
Director of Business Services
Business and Financial Affairs

Criteria

Part 1

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

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

Part 2

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

Submission Note:

Spending based FY14 year to date, annualized to a 12 month baseline.

"---" 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:

Copy Paper

Babson College’s preference is to purchase copy paper with at least 30 percent recycled content. Babson College has been using 30 percent recycled color copy paper for many years. Babson College now prints day to day e-mails, reports, forms and other miscellaneous items doubled sided.
A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Since FY11 we have required the use of 30% recycled copy paper in our new Canon Copy Center. All paper is purchased centrally by Purchasing and delivered to individual users. The College is currently reviewing 95% sugarcane-fiber based paper as an alternative to regular copy paper.

**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:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-29 percent</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>30-49 percent</td>
<td>3,705.50 US/Canadian $</td>
</tr>
<tr>
<td>50-69 percent</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>70-89 percent (or FSC Mix label)</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>90-100 percent (or FSC Recycled label)</td>
<td>78.19 US/Canadian $</td>
</tr>
</tbody>
</table>

**Total expenditures on office paper:**
59,924.87 US/Canadian $

**The website URL where information about the paper purchasing policy, directive, or guidelines is available:**
http://www.babson.edu/offices-services/business-financial-services/purchasing/policies-procedures/Pages/green-purchasing.aspx
Inclusive and Local Purchasing

Criteria

Part 1

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

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

Part 2

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Life Cycle Cost Analysis

Criteria

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Guidelines for Business Partners

Responsible Party
Anne Krueger
Manager, Purchasing
Purchasing

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 tradmarked 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.

Submission Note:
Our Purchasing team asks questions about these topics and they are considered as part of the overall decision process.

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

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

How many of the institution’s business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:
None

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

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

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

Our purchasing department has instituted the attached Purchasing Code of Ethics that guides their processes for college wide purchasing. In addition they ask questions of vendors questions about their sustainable practices. An example of how this has worked is changing our copy vendor which resulted in less machines on campus and lower energy use. In addition the Dunkin Donut on campus was pressured into using recyclable paper cups on campus as opposed to non recyclable styrofoam.

The website URL where information about the institution’s guidelines for its business partners is available:
http://www.babson.edu/offices-services/business-financial-services/purchasing/policies-procedures/Pages/green-purchasing.aspx
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Fleet</td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
</tr>
<tr>
<td>Support for Sustainable Transportation</td>
</tr>
</tbody>
</table>
Campus Fleet

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid
B. Diesel-electric hybrid
C. Plug-in hybrid
D. 100 percent electric
E. Fueled with Compressed Natural Gas (CNG)
F. Hydrogen fueled
G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution’s fleet:
76

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

<table>
<thead>
<tr>
<th>Number of Vehicles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Type</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Gasoline-electric, non-plug-in hybrid</td>
</tr>
<tr>
<td>Diesel-electric, non-plug-in hybrid</td>
</tr>
<tr>
<td>Plug-in hybrid</td>
</tr>
<tr>
<td>100 percent electric</td>
</tr>
<tr>
<td>Fueled with compressed natural gas (CNG)</td>
</tr>
<tr>
<td>Hydrogen fueled</td>
</tr>
<tr>
<td>Fueled with B20 or higher biofuel for more than 4 months of the year</td>
</tr>
<tr>
<td>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</td>
</tr>
</tbody>
</table>

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

Babson has been purchasing hybrid vehicles, such as the Highlander Hybrid and Prius for its non-heavy equipment campus fleet.

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

http://www.babson.edu/about-babson/sustainability/green-campus/Pages/transportation.aspx
Student Commute Modal Split

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

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

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

Total percentage of students that use more sustainable commuting options:

71

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus:

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
<td>29</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>67</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>3</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>2</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Survey sent out to the entire student body

The website URL where information about sustainable transportation for students is available:
Employee Commute Modal Split

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

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:

8

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus:

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
<td>92</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>3</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>2</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>3</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
<td>0</td>
</tr>
<tr>
<td>Telecommute for 50 percent or more of their regular work hours</td>
<td>0</td>
</tr>
</tbody>
</table>
A brief description of the method(s) used to gather data about employee commuting:

Survey sent to all faculty/staff

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

http://www.babson.edu/about-babson/sustainability/whatyoucando/Pages/Green-Commute.aspx
Support for Sustainable Transportation

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

Criteria

Part 1

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

Option A: Institution:

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

And/or

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

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

Part 2

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

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

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:
No

A brief description of the facilities for bicycle commuters:
The college does not have indoor secure bike storage but does have many bike racks spread across the grounds. Showers and lockers are available at the Webster Athletic Center.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:
No

A brief description of the bicycle parking and storage facilities:
There are bike racks across campus but no long-term storage options.

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

A brief description of the bicycle/pedestrian policy and/or network:
All buildings are accessible by bike and to pedestrians, and connect to the Babson, Olin, Wellesley shuttle stop that connects the three colleges and Boston.

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):

Two shuttle services are offered free of charge to students:

Shuttle van service is provided between Babson College, Olin College, Wellesley College throughout the week.

Shuttle service is provided on the weekends to mass transit and points of interest in Boston.

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?:
No

A brief description of the carpool/vanpool program:
---

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

A brief description of the car sharing program:
We have a minimum of three Zipcar vehicles available for use 24 hours a day.

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

Babson offers Level 2 electric vehicle charging in the Knight Lot. Charging is free for the Babson community.

http://www.babson.edu/about-babson/sustainability/whatyoucando/Pages/Green-Commute.aspx

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

A brief description of the telecommuting program:

Through the Flexible Work Schedules Program employees can apply to telecommute one day each week.

Information available to all employees in the employee handbook.

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 regular academic year, employees can apply to condense their work week through the Flexible Work Schedule Program. Information on the program is available in the employee handbook.

Babson also offers a Summer Condensed Work Week Program.

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?:

No

A brief description of other sustainable transportation initiatives and programs:
The website URL where information about the institution’s sustainable transportation program(s) is available:
http://www.babson.edu/about-babson/sustainability/whatyoucando/Pages/Green-Commute.aspx
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Minimization</td>
</tr>
<tr>
<td>Waste Diversion</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
</tr>
</tbody>
</table>
Waste Minimization

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

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:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials recycled</td>
<td>233.84 Tons</td>
<td>237.87 Tons</td>
</tr>
<tr>
<td>Materials composted</td>
<td>9.87 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials reused, donated or re-sold</td>
<td>15.01 Tons</td>
<td>23.77 Tons</td>
</tr>
<tr>
<td>Materials disposed in a solid waste landfill or incinerator</td>
<td>962.18 Tons</td>
<td>1,681 Tons</td>
</tr>
</tbody>
</table>
Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>1,701</td>
<td>1,417</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>2,842</td>
<td>2,715</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>776</td>
<td>694.50</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>April 1, 2013</td>
<td>March 30, 2014</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2005</td>
<td>June 30, 2006</td>
</tr>
</tbody>
</table>

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

Oldest solid waste data available

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

During the fall of 2011 Babson Eco Reps along with Green Tower members and a number of sororities and fraternities combed through 1,500 pounds of trash to get to the truth of our waste stream. From this waste audit we learned that only 40% of all the trash that we throw away is actually trash. 35% of what we found in the trash could have been recycled and the other 25% could have been composted, donated, or poured down the drain (liquid waste).

See video:

https://www.youtube.com/watch?v=kWNVQTxWArQ
A brief description of any institutional procurement policies designed to prevent waste:

---

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

All office furniture is collected by Facilities Management with a priority for re-use on campus. If there is no need on campus, it is sent for re-use through IRN.

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

Babson's IT department has been working with campus offices to digitize many processes, such as making paperwork from HR available online instead.

Additionally, the College has a policy to promote scanning documents and sharing electronically instead of printing copies.

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

All printing is tracked on campus, and individuals are sent emails letting them know how much they print, how it compares to a previous comparable time span, and how to reduce their printing. Over the past several years, our paper use has been dropping by several percentage points every semester.

All printers are set to double sided by default.

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

Our move-out program is called Slash the Trash. During move-out collection points are made available in the residence halls for common recyclables as well as clothing, electronics, books, food and other reusable items.

These are collected by facilities staff and transported to a variety of outlets both internally and externally, with a priority to re-use over recycling. Our primary partner is Goodwill.

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

The Zero Waste Challenge is an week-long annual competition to produce as little waste as possible. Participants collect all waste that they cannot recycle or compost and carry it with them during the week long competition.

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

---

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

We recently launched a pre-consumer food waste diversion program, and the collection stations have helped highlight exactly how much prep waste is produced, helping managers pinpoint areas for improvement.

Our Executive Conference Center also uses the Trim Trax program used to minimize product waste.

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

Trim Dining Hall has gone trayless.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

We do not have the ability to locally compost bio-plastics on campus so we have worked to make our to-go and catering supplies recyclable, and made from recycled-content where possible.

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):

We do not have the ability to locally compost bio-plastics on campus so we have worked to make our to-go and catering supplies recyclable, and made from recycled-content where possible.

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:

Reusable mugs are available for sale at Jazzman’s and Pandini’s. We offer discounts at Jazzman’s, Pandini’s and Dunkin Donuts for the use of a reusable mug.

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:

Waste Diversion

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

Criteria

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

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

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

Submission Note:

Many of the streams indicated above, such as cooking oil, are recycled but are not included in our weights.

This information is for the period of April 2013-March 2014, our most recent consecutive year.

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

Materials diverted from the solid waste landfill or incinerator:

258.71 Tons

Materials disposed in a solid waste landfill or incinerator:

962.18 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:

Babson has an extensive recycling program that includes mixed recycling, pre-consumer food waste, clothing, books, electronics, mattresses, metals, light bulbs, furniture and others items.

- In the summer of 2013 we launched our pre-consumer food waste diversion program
- We have been walking through buildings to review recycling signage, posters, and bin labels to ensure that the proper information is posted and to remove old information
- We have participated in RecycleMania since 2009.
- In the Fall of 2013 we launched move-in recycling
- We have done Slash the Trash, our move-out diversion program, since 2012
A brief description of any food donation programs employed by the institution:

Food collected during move-out is donated to a local charity.

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

In July 2013 we launched our pre-consumer food waste diversion program at our dining hall. In January 2014 this was expanded to our Campus Center, and in April 2014 to our graduate school dining facility. We are working to place the program in our last food service location.

Our waste is collected by a local hauler and brought to a regional farm to be composted into soil.

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

We are working with our hauler to find a place to compost post-consumer waste, as our current processor will only take pre-consumer materials.

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

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

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

---
Construction and Demolition Waste Diversion

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

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:

FY13

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

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

106.53 Tons

Construction and demolition materials landfilled or incinerated:

63 Tons

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

Our standard contract for construction projects indicates a preference for vendors to consider recycling and environmental stewardship as a high priority. Working with our trash hauling vendor we have acheived a 75% recycle rate on construction waste deposited in dumpsters.
Hazardous Waste Management

Responsible Party
Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

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:
Babson employs an environmental health and safety consultant to help develop and monitor these waste streams. We have in place an Environmental Crisis Management Plan, SPCC Plan, Chemical and pesticide inventory, lab chemical purchasing protocol, oil and water separators on drains, regular catch basin cleaning, latex paint recycling, fluorescent bulb recycling, and a program for maintenance/monitoring of USTs and ASTs. We also work to substitute less harmful materials for those that may be hazardous. Weekly inspections of Hazardous Waste collection areas are performed to ensure safety and compliance. Stage I and Stage II vapor recovery systems on gasoline service station are performed weekly in accordance with state requirements. Because Babson does not have a central plant and Babson is a business school with minimal lab space, our campus has significantly less hazardous waste than others might.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:
Babson contracts for regularly scheduled waste pick ups for these materials. The college trains employees on the proper handling of wastes. We have a written Haz Waste and Universal Waste management Program.
A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

NA. Because Babson does not have a central plant and Babson is a business school with minimal lab space, our campus has significantly less hazardous waste than others might.

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

Babson had only one lab on campus. Measures have been put in place to control chemical use and transfer of chemicals to groups that need them, including another institution.

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):

Computers are leased and turned back to a vendor. Items that are not part of lease are collected by Building Services Staff and taken to local recycling center for processing. Phones purchased by Facilities Management and Planning that are not returned to our vendor have been given to local police departments to assist at risk members of the community who need a communication device. Babson has a central e-waste collection station at our sustainability office in the Campus Center for the community to drop items off.

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

Staff put in work orders to have Facilities collect any e-waste materials, and Babson has reviewed its e-waste processor to ensure that all materials are re-used, recycled, or properly disposed of.

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

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

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

Criteria

Part 1
Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2
Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3
Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

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

Total water use:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total water use</td>
<td>40,210,321.73 Gallons</td>
<td>42,915,740.26 Gallons</td>
</tr>
</tbody>
</table>

Potable water use:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use</td>
<td>40,210,321.73 Gallons</td>
<td>42,915,740.26 Gallons</td>
</tr>
</tbody>
</table>

Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric</td>
<td>Performance Year</td>
<td>Baseline Year</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Number of residential students</td>
<td>1,701</td>
<td>1,639</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>2,842</td>
<td>2,988</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>776</td>
<td>762</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Gross floor area of building space:**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>1,810,920 Square Feet</td>
<td>1,810,920 Square Feet</td>
</tr>
</tbody>
</table>

**Area of vegetated grounds:**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetated grounds</td>
<td>83 Acres</td>
<td>83 Acres</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Metric</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2009</td>
<td>June 30, 2010</td>
</tr>
</tbody>
</table>

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

Oldest data available

**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:

None

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

The town of Wellesley has separate water meters in all of Babson's 64 buildings. We are also able to track outdoor watering (irrigation) separate from indoor usage.

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

We have been installing low-flow fixtures across campus over time, such as shower head and faucet retrofits in residence halls.

Our conference center has been upgraded all bathrooms to low flow toilets, shower-heads and faucets.

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

Replacement of older dishwashers with more water efficient equipment.

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

Use native plants for minimizing needed irrigation

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

Babson has the majority of it's irrigation systems controlled by Hunter systems that provide desk top control from the computer of the Grounds Supervisor. This individual regularly monitors weather conditions and the need for watering and turns the systems on and off or adjusts schedules as needs permit or require.

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

NA

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

http://www.babson.edu/about-babson/sustainability/green-campus/Pages/Water.aspx
Rainwater Management

Responsible Party

Steve Tolley
Assistant Director, Ground, Building Services & Sustainability
Facilities Management & Planning

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution’s Low Impact Development (LID) practices:

Babson has over 10 acres of detension basins on campus to manage stormwater. We also have several location where underground water recharge chambers have been used.
Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? : Yes

A brief description of the institution’s rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Babson works to mitigate storm water runoff with any new construction or renovations. Because much of the campus is surrounded by wetlands, there are existing constraints and regulations on what the college must do.

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

---

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

---

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

---

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

---

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

Lorber Park at Putney Hall has a porous pavement system with a surface of brick like pavers.

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

---

A brief description of any rain gardens on campus:

After removing old oil storage tanks from the Nichols building on campus, a rain garden was installed with the new patio space on the site.

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

Over 10 acres of retention basins on campus.
A brief description of any bioswales on campus (vegetated, compost or stone):

The recently reconstructed Knight Parking lot has included vegetated swales that are connected to an underground infiltration chamber.

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

Underground recharge chambers are installed under several parking lots and lawn areas. A total of 15,500 sf exist.

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

---
Wastewater Management

Criteria

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Planning & Administration

Coordination, Planning & Governance

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

Credit

<table>
<thead>
<tr>
<th>Sustainability Coordination</th>
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</thead>
<tbody>
<tr>
<td>Sustainability Planning</td>
</tr>
<tr>
<td>Governance</td>
</tr>
</tbody>
</table>
Sustainability Coordination

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:
Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

In the past three years, the Sustainability Office and the Sustainability Leadership Team have:
- Launched food waste diversion on campus
- Installed water bottle filling stations
- Installed EV charging stations
- Worked with faculty to integrate sustainability into the curriculum
- Installed energy-efficient equipment on campus
- Supported the development of LEED construction
- Worked to create a culture of sustainability on campus

Does the institution have at least one sustainability committee?:
Yes

The charter or mission statement of the committee(s) or a brief description of each committee’s purview and activities:
The Babson Sustainability Leadership Team

Mission Statement:

The mission of the Babson Sustainability Leadership Team is to coordinate efforts to realize Babson’s Sustainability commitments to embrace the concepts of Social, Environmental, Economic Responsibility and Sustainability (SEERS) and Entrepreneurial Thought and Action (ET&A), which includes reducing its carbon footprint to zero over time. This team will instill the inclination to act by increasing sustainability awareness and understanding on campus to every student, faculty, and staff member. This team will advocate the consideration of sustainability as a factor in all institutional decisions as well as identify areas for sustainability action and provide suggestions to achieve key sustainability goals.

Description of Leadership Team's Purview and Activities -

Resource sustainability is critically important to Babson College, the Commonwealth of Massachusetts, and the nation. Efficient energy use is central to this objective, and renewable energy and energy-conservation efforts provide a means to save money, foster environmental awareness, reduce the environmental consequences of College activities, and provide educational leadership for the 21st century.

The College is committed to stewardship of the environment and to reducing the College’s dependence on non-renewable energy sources. With this commitment in mind, we will regularly review initiatives and best practices and share successes by augmenting the existing College guidelines. These guidelines currently recommend that College operations:

- Incorporate the principals of energy efficiency and sustainability in all capital projects, renovation projects, and operations and maintenance within budgetary constraints and programmatic requirements.

- Minimize the use of non-renewable energy sources on behalf of the College’s built environment by creating a portfolio approach to energy use, including the use of local renewable energy and purchase of green power from the grid as well as conservation measures that reduce energy consumption.

- Incorporate alternative means of transportation to/from and within the campus to improve the quality of life on campus and in the surrounding community. The College will continue its strong commitment to provide affordable on-campus housing, in order to reduce the volume of commutes to and from campus.

- Track, report and minimize greenhouse gas emissions on behalf of College operations.

- Minimize the amount of College generated waste sent to landfill.

- Utilize the College’s purchasing power to meet its sustainability objectives.

The Office of the Vice President for Administration will annually report to the Cabinet on the Policy’s impact on capital and operating costs, and overall campus sustainable practices.

This BSSC’s goal is to help align the Babson community with the principles of sustainability. These include:

- Encouraging the content of learning to reflect interdisciplinary systems thinking with a special emphasis on social, ethical and environmental consideration as they relate to entrepreneurial business development and management approaches

- Adjusting the content of learning to make human environment interdependence, values and ethics a seamless and central part of the teaching discipline

- Encouraging the process of education to emphasize active, experiential, inquiry-based learning and real world problem solving on the campus and in the larger community with emphasis on the growing “Clean Tech” areas of business development

- Encouraging the practice of sustainability on the campus as an integral part of operations, planning, facility design, purchasing, and investments and tie these efforts to the formal curriculum
Forming partnerships with local and regional communities to help make them healthy, socially vibrant, economically secure, and environmentally sustainable as an integral part of Babson’s mission and the student experience.

Vision Statement
Babson College aspires to work towards a sustainable campus life which protects and enhances the environment and health of the staff and students. The College strives to become a leader in environmental sustainability by educating our students, employees and neighboring community. Through an integrated approach, which incorporates economic, human and ecological health and viability, we will support Babson’s mission today without compromising the ability of future generations to meet their own needs.

Mission
Babson College is committed to minimizing the College’s impact on the environment and reducing the College’s dependence on non-renewable energy. This Committee is charged with establishing guidelines for the College’s Sustainable Practices including: Green Building Design; Green Building Renovations; Climate Protection Practices; Clean Energy Standards; Sustainable Transportation Practices; Sustainable Operations; Recycling and Waste Management; and Environmentally Preferable Procurement. Since Babson signed the American College and University President’s Climate Commitment (ACUPCC) this Committee will develop recommended steps to achieve the goals of this program. The above will include plans to:

- Efficiently use and conserve water, energy and other resources
- Implement ecological transportation alternatives
- Develop environmentally responsible purchasing practices
- Develop healthy indoor air quality systems
- Minimize solid waste production
- Incorporate life cycle impact into sustainable financial planning and budget goals
- Integrate entrepreneurial environmental literacy into research, education and communications
- Promote environmentally responsible principles for faculty, staff and student behavior
- Implement resource-efficient site planning, design and building/renovation principles
- Require environmentally sound practices for hazardous materials handling
- Conduct/promote activities among departments and operations in an integrated, interdependent manner.

Babson Sustainability Leadership Group Membership

Two members of the Babson Faculty who have specific interest in the area of sustainability
Representative from Provosts Office
Vice President for Campus & Community Affairs
Vice President for Human Resources
Associate Vice President for Facilities
Assistant Director Grounds, Building Services and Sustainability
Sustainability Coordinator

Specific responsibilities are coordinated in the following areas:

1. Facilities Management and Planning - handling areas of energy conservation, water conservation, indoor air quality, hazardous waste, recycling etc.
2. Dining Services - handling areas of use of local and organic food products and reduction of waste in dining operations
3. Purchasing - handling selection and specification of sustainable products and life cycle costing
4. Transportation - handling ways to improve transportation services and alternatives to reduce carbon footprint (HR and Public Safety)
5. Marketing - handling ways to communicate with the campus and community on sustainability efforts and programs.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):
The website URL where information about the sustainability committee(s) is available:
http://www.babson.edu/sustainability

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

A brief description of each sustainability office:

The Babson Sustainability Office is located prominently in the student center and it serves as the nexus of sustainability on campus.

The mission of the Babson Sustainability Office is to coordinate and expand campus sustainability-related initiatives, to make palpable progress towards Babson's sustainability goals, and to engage and excite the Babson community around sustainability through effective communication and coordination.

The office runs the following programs:
• Babson Eco Reps
• From Day One Fest

In addition, the Sustainability team coordinates and implements several sustainability related campaigns each year.

Full-time equivalent (FTE) of people employed in the sustainability office(s):
2.38

The website URL where information about the sustainability office(s) is available:
http://www.babson.edu/about-babson/sustainability/Pages/About-Us.aspx

Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
Dallase Scott

A brief description of each sustainability officer position:
The Sustainability Director leads in the following functions:

- Connects sustainability activities and programs around campus into a unified program
- Communicates internally about sustainability activities on campus
- Helps students, staff and faculty develop and deploy sustainability projects and programs around campus
- Tracks progress

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

http://www.babson.edu/about-babson/sustainability/Pages/About-Us.aspx
Responsibility Planning

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

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?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Current and Formal Plans (Yes or No)</th>
<th>Measurable Objectives (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Research (or other scholarship)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Air and Climate</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Buildings</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Dining Services/Food</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Energy</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Grounds</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Purchasing</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Transportation</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Waste</td>
<td>Yes</td>
<td>No</td>
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<tr>
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<td>No</td>
<td>No</td>
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<tr>
<td>Diversity and Affordability</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Health, Wellbeing and Work</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
A brief description of the plan(s) to advance sustainability in Curriculum:

Cement our lead in curriculum innovation by designing the “next generation” curriculum that integrates profit and the common good using UN Principles for Responsible Management Education (PRME).

ensure that students develop varied skills, and are better able to adapt to an ever-changing business environment. Increasingly, this means integrating efficiency, resource management, and sustainability into the fabric.

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

Integrate social, environmental, and economic sustainability into the fabric of our curriculum through curriculum redesign and the Babson/Olin/Wellesley Sustainability Certificate program partnership.

seamless integration of sustainability into the education of every Babson student.

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

Faculty and Provost

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

Goal of collaboration: Facilitate faculty research and teaching projects across campuses

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

-

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

---

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

Babson has since systematically sought to engage the community around sustainability, to address the issues brought up in the 2008 survey.

Babson’s faculty, staff, and students have been working to engage the Babson community around sustainability, and to create positive change on campus. From the president of the College to key faculty members to students, sustainability advocates have been hosting events, leading initiatives, and educating their peers

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:
Accountable parties, offices or departments for the Campus Engagement plan(s):

Sustainability Office

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

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

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

A brief description of the plan(s) to advance sustainability in Air and Climate:

ACUPCC Signatory with a target date of climate neutrality of 2050

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

Stage I: 2011-2015
GHG Reduction Goal: 25% below 2005
Overview of Key Actions: Energy efficiency investments, Invest in solar power generation

Stage II: 2016-2020
GHG Reduction Goal: 50% below 2005
Overview of Key Actions: Procurement of electricity from renewable sources

Stage III: 2021-2030
GHG Reduction Goal: 70% below 2005
Overview of Key Actions: Enhanced energy efficiency investment, Improved vehicle fuel efficiency

Stage IV: 2031-2050
GHG Reduction Goal: Climate Neutrality
Overview of Key Actions: Purchase quality offsets

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

Babson College-wide target
A brief description of the plan(s) to advance sustainability in Buildings:

Babson’s current policy is for all new construction and major renovations to be LEED Silver compliant or better.

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

Babson’s current policy is for all new construction and major renovations to be LEED Silver compliant or better. By 2015, Babson will require that all new construction and major renovation work achieve LEED Gold certification with energy performance of at least 20 percent below code. By 2020, the policy will require that all new construction and major renovation work achieve LEED Platinum certification with energy performance of at least 36 percent below code. We are estimating that by 2050 approximately 700,000 square feet or almost one-half of the built environment on the campus will have been constructed under these green building policies.

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

Facilities

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

Sodexo is working actively with Babson to increase the environmental, social, and economic sustainability of Babson’s food supply, and Babson is continuing to ask for increasingly sustainable practices as part of its service.

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

Some examples of Sodexo's high-level goals or "Commitments for a Better Tomorrow":
- increasing purchases from fair and responsible, certified sources
- sourcing local, seasonal, or sustainably grown and raised products
- sourcing sustainable fish and seafood
- Complying with Global Sustainable Supply Chain Code

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

Sodexo Dining

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

As part of the ACUPCC goals, Babson's Climate Action plan has provisions for renewable energy sourcing and energy efficiency.

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

Stage I: 2011-2015
GHG Reduction Goal: 25% below 2005
Overview of Key Actions: Energy efficiency investments, Invest in solar power generation

Stage II: 2016-2020
GHG Reduction Goal: 50% below 2005
Overview of Key Actions: Procurement of electricity from renewable sources

Stage III: 2021-2030
GHG Reduction Goal: 70% below 2005
Overview of Key Actions: Enhanced energy efficiency investment, Improved vehicle fuel efficiency

Stage IV: 2031-2050
GHG Reduction Goal: Climate Neutrality
Overview of Key Actions: Purchase quality offsets

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

Facilities Management

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

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

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

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

Babson will strive to balance environmental and fiscal responsibilities in making Green Purchasing decisions. We will promote the purchase of products with the highest percentage of recycled content available, provided that the products meet acceptable use and performance standards.

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

Babson will strive to purchase materials that are:

Durable, as opposed to single use or disposable
Non-toxic or minimally toxic, preferably biodegradable
Highly energy-efficient
Recyclable or safely disposable
Made from raw materials obtained in an environmentally sound, sustainable manner
Manufactured in an environmentally sound manner
The cause of minimal or no environmental damage during normal use or maintenance
Shipped with minimal packaging (consistent with care of the product), preferably made of recycled and/or recyclable materials

Accountable parties, offices or departments for the Purchasing plan(s):
Business & Financial Services

A brief description of the plan(s) to advance sustainability in Transportation:
Our overriding objective in this regard is to reduce the overall carbon output arising from all vehicular transportation associated with the College.

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

- Purchase of three hybrid vehicles for on-campus use
- Acquisition of three high-MPG maintenance and training grounds vehicles
- Elimination of three large-engine work vehicles
- Establishment of a campus-based bicycle sharing program
- Implementation of campus-wide transportation survey
- Continued operation of inter-college shuttle bus service with Olin College and Wellesley College
- Addition of several campus-based Zipcars for student use
- On-campus use of electric vehicles by management and staff

Accountable parties, offices or departments for the Transportation plan(s):
Multiple stakeholders on campus

A brief description of the plan(s) to advance sustainability in Waste:
Aim to minimize the carbon output associated with our waste stream.

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

Because the College generates waste of many types and across many campus locations, it employs multiple strategies to address the issue effectively and to date, has made significant progress:
- Minimizing trash output
- Increasing recycling
- Educating the Babson community about waste management
- Using technology to further reduce waste streams

Accountable parties, offices or departments for the Waste plan(s):
A brief description of the plan(s) to advance sustainability in Water:

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

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

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A brief description of the plan(s) to advance Diversity and Affordability:

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

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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):

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Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

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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):

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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):

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

---

The institution’s definition of sustainability:

---

Does the institution’s strategic plan or equivalent guiding document include sustainability at a high level?:

---

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

---

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

Governance

Criteria

Part 1

Institution’s students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution’s governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:
   • Establishing organizational mission, vision, and/or goals
   • Establishing new policies, programs, or initiatives
   • Strategic and long-term planning
   • Existing or prospective physical resources
   • Budgeting, staffing and financial planning
   • Communications processes and transparency practices
   • Prioritization of programs and projects

Part 2

Institution’s staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution’s governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution’s faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution’s governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.
And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union-management structures).

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

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

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit

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<thead>
<tr>
<th>Diversity and Equity Coordination</th>
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</thead>
<tbody>
<tr>
<td>Assessing Diversity and Equity</td>
</tr>
<tr>
<td>Support for Underrepresented Groups</td>
</tr>
<tr>
<td>Support for Future Faculty Diversity</td>
</tr>
<tr>
<td>Affordability and Access</td>
</tr>
</tbody>
</table>
Diversity and Equity Coordination

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

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?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student diversity and equity</td>
<td>---</td>
</tr>
<tr>
<td>Employee diversity and equity</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:
To engage the entire community in the vision of “creating a diverse, multi-cultural and inclusive community of highly talented students, faculty and staff.”

The full-time equivalent of people employed in the diversity and equity office:
2.33

The website URL where information about the diversity and equity committee, office and/or officer is available:
http://www.babson.edu/offices-services/diversity/Pages/home.aspx

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>---</td>
</tr>
<tr>
<td>Administrators</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of the cultural competence trainings and activities:

Chief Diversity Officer has lead interactive discussions on the College’s strategy at least once each semester. These sessions are published throughout campus and open to all employees. She helps students, staff, and faculty to answer the questions “What does Diversity mean today? What is my role in promoting diversity and inclusiveness on campus and beyond?”

We are in the process of developing our own cultural competency training for staff and faculty. % Faculty members were just trained on the Cultural Orientations Model and we will combine this training with SEERS and Stop the Hate to develop something unique to Babson.

The website URL where information about the cultural competence trainings is available:
---
Assessing Diversity and Equity

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups

2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution

3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution

4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

---

Has the institution assessed diversity and equity in terms of campus climate?:
Yes

A brief description of the campus climate assessment(s):

Multiple assessments through Office of Campus Life, Great Colleges to Work survey, student focus groups, and new staff and faculty focus groups.

---

Has the institution assessed student diversity and educational equity?:

---

A brief description of the student diversity and educational equity assessment(s):

---
Has the institution assessed employee diversity and employment equity?:
---

A brief description of the employee diversity and employment equity assessment(s):
---

Has the institution assessed diversity and equity in terms of governance and public engagement?:
---

A brief description of the governance and public engagement assessment(s):
---

The website URL where information about the assessment(s) is available:
---
Support for Underrepresented Groups

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

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:

Peer Mentors are individuals selected to assist first-year students with their transition into Babson via the new student orientation and the co-facilitation of a First Year Seminar course. Peer Mentors guide and provide support to a cohort of approximately 20 students. Selected Peer Mentors participate in a thorough training program at the end of August (the week prior to orientation), are expected to be present for all of Orientation, and regularly attend their assigned FYS section throughout the fall semester. Contact for Peer Mentors is Michele Brown (mbrown5@babson.edu).

Multicultural Student-Alumni Mentoring Program: In response to an outpouring from multicultural students for mentoring support, we are piloting the first ever mentoring program. 18 multicultural students have been matched with 18 alumni mentors.

The "Q" Multicultural Advisor is a Division of Student Affairs/Campus Life staff member serving as a resource to the traditionally under represented population on the Babson College campus. The "Q" is responsible for creating a welcoming and inclusive community within
his/her assigned area. The "Q" will be trained to provide support and assistance to students on a variety of issues. "Q" training will take place prior to the start of each semester and attendance is mandatory for all "Q"s. More information can be found by clicking this link. Contact for "Qs" is Amir Reza (areza@babson.edu).

The Black Affinity Group is dedicated to strengthening ties between alumni and students to engage these two groups in a meaningful manner. The annual conferences provide alumni with an updated view of the college's efforts to recruit and retain students of color; provide a forum for students and alumni to share views on strategies of recruitment, retention, and alumni involvement; and to develop plans to move forward around these college initiatives.

The website URL where more information about the support programs for underrepresented groups is available:
http://www.babson.edu/offices-services/diversity/Pages/home.aspx

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

---

A brief description of the institution’s discrimination response policy, program and/or team:

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The website URL where more information about the institution’s discrimination response policy, program and/or team is available:

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Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

---
Support for Future Faculty Diversity

Responsible Party
Alex Davis
Sustainability Program Analyst
Sustainability Office

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 has 400 minority doctoral student members pursuing their dream. Babson participates in conferences and is a member that has access to recruit from this organization.

Babson is also a member of the Commonwealth Compact, a local organization that is bringing local New England schools together to collaborate on attracting diverse faculty to New England. The Commonwealth Compact convened a Massachusetts Business School Deans Committee to focus on strategies by which schools can produce better results in the areas of diverse faculty recruiting and retention through coordinated action, rather than individually.

The website URL where more information about the faculty diversity program(s) is available :
---
Affordability and Access

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income
B. The graduation/success rate for low-income students
C. The percentage of student financial need met, on average
D. The percentage of students graduating with no interest-bearing student loan debt

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:
Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:
We award $27 million annually in undergraduate grants and scholarships, and with generous financial aid packages we are able to meet over 90% of the aggregate financial need of our undergraduate students. In the past five years we have seen a substantial increase in the number of students from lower income backgrounds, as indicated by the number of Federal Pell Grant recipients in our student body; 11.5% of undergraduate students were Pell recipients in the 2006-07 academic year; by 2010-11 that had risen to 17.8% of undergraduate students. We are pleased that our financial aid packages enable low-income students to enroll and be successful at Babson.

A brief description of any programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds:

One of Babson’s core values is diversity, including socioeconomic diversity, and faculty and staff are actively encouraged to support students from a wide range of backgrounds and life circumstances. This extends throughout our curricular and co-curricular programs, and also to the residence halls through our Resident Assistant staff.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

There is a wide array of programs and services available to students at Babson, and our close-knit community helps to prevent students from falling through any cracks. In the First Year Seminar (FYS), groups of approximately 20 students are each paired with a faculty-administrator-peer mentor team, covering a series of topics to help ensure a successful transition to college. In addition, students have access to free tutoring resources for quantitative skills, verbal skills, and written communication skills through the Mathematics Resource Center, Speech Resource Center, and Writing Center. Recently, we have instituted the Sparks Tutoring Program, where students in selected courses also can receive free tutoring.

A brief description of the institution’s scholarships for low-income students:

Babson Level Grants - Babson is pleased to offer the Babson Level Grant, a program designed to provide families with specific information about financial aid for all four years at Babson. Babson commits to the Babson Level Grant award for four years, provided there are no major changes in a family's financial circumstances. The award amount is determined based on financial need. For incoming students, the average grant from Babson is $27,000, and individual award amounts range from $1,000 per year to $46,000 per year depending on the student’s level of financial need.

Enrico Dallas Scholarships - Four-year, full tuition scholarships awarded to outstanding applicants from the Dallas, TX area. The Roger and Rosemary Enrico Dallas Scholarships are awarded each year on the basis of academic achievement, community involvement, leadership potential, and financial need. The scholarship also includes an annual $1,000 grant to help with travel to and from campus and home.

The Arthur M. Blank Scholarships – A four-year, $7,000-per-year scholarship program awarded on the basis of entrepreneurial potential, academic achievement, and financial need. A separate 500-word essay about your interest in entrepreneurship is required. Please label your essay “The Arthur M. Blank Scholarship Application Essay,” and submit it to Babson College with your application for admission.

Sorenson Arts Scholarships – A four-year, $5,000-per-year scholarship awarded on the basis of artistic ability, potential for combining artistic endeavors with a management education, academic achievement, and financial need. A separate 500-word essay describing your ideas about pursuing artistic interests in conjunction with a management education is required. Please label your essay “The Sorenson Arts Scholarship Application Essay,” and submit it to Babson College with your application for admission.

George I. Alden Scholarships – Alden Scholarships are awarded to students transferring to Babson from Massachusetts Community Colleges. Award amounts vary depending on the student’s level of financial need.
A brief description of any programs to guide parents of low-income students through the higher education experience:

The counselors in Student Financial Services have extensive contact with parents, including by phone, email, and in person. We take great care to do individual outreach to students/parents who might need extra assistance completing the financial aid application requirements. More generally, the college hosts parent orientation and other programs, a parent e-newsletter, and various communications from the President’s Office to parents.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

In Dallas for the Enrico Dallas Scholarship, and in New York City Public Schools in partnership with the Posse Foundation.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

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A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

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A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

---

Does the institution have policies and programs in place to support non-traditional students?:

---

A brief description of any scholarships provided specifically for part-time students:

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A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

---

A brief description of other policies and programs to support non-traditional students:
Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:
---

Indicators that the institution is accessible and affordable to low-income students:

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of entering students that are low-income</td>
<td>---</td>
</tr>
<tr>
<td>The graduation/success rate for low-income students</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of student financial need met, on average</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of students graduating with no interest-bearing student loan debt</td>
<td>---</td>
</tr>
</tbody>
</table>

The percentage of students that participate in or directly benefit from the institution’s policies and programs to support low-income and non-traditional students:
---

The website URL where information about the institution's affordability and access programs is available:
http://www.babson.edu/undergraduate/Pages/home.aspx
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.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Employee Compensation</td>
</tr>
<tr>
<td>Assessing Employee Satisfaction</td>
</tr>
<tr>
<td>Wellness Program</td>
</tr>
<tr>
<td>Workplace Health and Safety</td>
</tr>
</tbody>
</table>
Employee Compensation

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

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.
If we include seasonal, temporary, and independent consultants we have 1,108 employees on campus. If we exclude the seasonal employees then the number drops to 999. Examples of seasonal employees are folks that work in season at our skating rink, counselors who work on campus during summer camps, as well as part-time assistant coaches that only work during a specific season. The independent consultants include those that are active on campus right now and do not include visiting performers or visiting speakers. We also do not track those employees that work for services that we contract out such as the Bookstore and Dining Services.

We review compensation as we hire folks for our regular or temporary employees so this would be 964 employees that we ensure earn a sustainable compensation. We do not have specific assessments that take place on wages for seasonal employee or independent consultants. We do however ensure that there is consistency among these employees.

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

**Number of employees:**
---

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**
---

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?**
---

**Number of employees of contractors working on campus:**
---

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**
---

A **brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**
---

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?**
---
Number of staff and faculty that receive sustainable compensation:
---

Number of employees of contractors that receive sustainable compensation:
---

A brief description of the standard(s) against which compensation was assessed:
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, full-time employees:
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:
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A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid student employees (graduate and/or undergraduate, as applicable):
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The local legal minimum hourly wage for regular employees:
---

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:
Yes
Does the institution offer a socially responsible investment option for retirement plans?:
Yes

The website URL where information about the institution’s sustainable compensation policies and practices is available:
http://hr.babson.edu/db@b/hr/compensation/compensation.html
Assessing Employee Satisfaction

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

Criteria

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

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

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

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

---

A brief description of the institution’s methodology for evaluating employee satisfaction and engagement:

We have participated in an organizational survey every year for over a decade. For the past three years, we have participated in the Great College To Work For survey administered by ModernThink sponsored by The Chronicle of Higher Education. Last taking place in March 2012, survey responses were anonymous collected and will be reported in aggregate back to the College. We participate in this survey because our core value of Excellence drives us to continuously improve our employee experience. This survey provides us the opportunity to seek feedback regularly from staff and faculty to help guide these improvements, empowering them to take an active role in creating meaningful change via the Babson Champions process. This process allows one individual from each department to act as a facilitator in the data dissemination and discussion process resulting in action plans intended to address concerns identified in the survey. It provides a great development opportunity for the individual.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):
The year the employee satisfaction and engagement evaluation was last administered:
2,012

The website URL where information about the institution’s employee satisfaction and engagement assessment is available:
Wellness Program

Responsible Party

Alex Davis
Sustainability Program Analyst
Sustainability Office

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

Submission Note:

The URL above is an internal site.

Listing of current and past programs offered through Be Well@Babson:

- Boot Camp/Morning Workout
- Masters Swim Program
- Weight Lifting 101
- Weight Lifting 201
- Beginner Tennis
- Intermediate Tennis
- Tai Chi
- Zumba
- Volleyball
- 12 Week Walking Challenge
- 12 Week Individual Fitness Challenge
- 12 Week Team Fitness Challenge
- Supermarket Savvy Lunchtime Seminar by a Nutritionist
- Healthy Cooking Seminars/Demonstrations (including organic/sustainability)
- Acupuncture
- Stress Management Seminar

"---" 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?:

A brief description of the institution’s wellness and/or employee assistance program(s):

KGA, our employee assistance program, provides free counseling and web based services and programs for all employees and certain members of their households. Counselors at KGA provide short term counseling on family, financial, substance abuse, legal matters, etc. Their work life benefits include childcare and eldercare referral services, and the legal services include consultation with a network of attorneys.

Be Well@Babson was started in the fall of 2009 at Babson College. The program’s focus is to educate, promote, and empower members of the Babson community to make healthier lifestyle choices. The Be Well@Babson program supports the importance of living a healthy life through the integration and introduction of wellness-based initiatives such as new exercise routines, stress management seminars, and eating healthy. Be Well@Babson highlights Babson’s commitment to promoting and living a healthy lifestyle by educating Babson employees about the many ways in which they can start and continue to Be Well, at Babson and throughout their lives!

A new health management initiative started in 2011 by members of the Boston Consortium in an effort to encourage faculty and staff to live healthier lives. Healthy You emphasizes individual choice and responsibility through a voluntary program that focuses on wellness. It includes a range of resources to help faculty and staff avoid the risks that can lead to an illness or ongoing health issue, and to improve management of a chronic illness. Healthy You and Be Well have partnered to create even more opportunities for our employees to be healthy.

The website URL where information about the institution's wellness program(s) is available:
http://www.babson.edu/offices-services/human-resources/Pages/home.aspx
Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See Sampling and Data Standards, below, for further guidance on reporting injuries and disease cases.

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

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
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<tr>
<td>Sustainable Investment</td>
</tr>
<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

Responsible Party

Dallase Scott
Sustainability Program Manager
Facilities Mgt & Planning

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

Dallase Scott
Sustainability Program Manager
Facilities Mgt & Planning

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

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

Responsible Party

Dallase Scott
Sustainability Program Manager
Facilities Mgt & Planning

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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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.

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<td>Innovation 4</td>
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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.

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Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

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10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

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

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

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

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

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