Bryant University

The following information was submitted through the STARS Reporting Tool.

Date Submitted:  June 16, 2014

STARS Version:  1.2
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>Co-Curricular Education</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum</td>
<td>27</td>
</tr>
<tr>
<td>Research</td>
<td>46</td>
</tr>
<tr>
<td>Operations</td>
<td>55</td>
</tr>
<tr>
<td>Buildings</td>
<td>55</td>
</tr>
<tr>
<td>Climate</td>
<td>59</td>
</tr>
<tr>
<td>Dining Services</td>
<td>66</td>
</tr>
<tr>
<td>Energy</td>
<td>78</td>
</tr>
<tr>
<td>Grounds</td>
<td>90</td>
</tr>
<tr>
<td>Purchasing</td>
<td>97</td>
</tr>
<tr>
<td>Transportation</td>
<td>106</td>
</tr>
<tr>
<td>Waste</td>
<td>123</td>
</tr>
<tr>
<td>Water</td>
<td>137</td>
</tr>
<tr>
<td>Planning, Administration &amp; Engagement</td>
<td>147</td>
</tr>
<tr>
<td>Coordination and Planning</td>
<td>147</td>
</tr>
<tr>
<td>Diversity and Affordability</td>
<td>159</td>
</tr>
<tr>
<td>Human Resources</td>
<td>173</td>
</tr>
<tr>
<td>Investment</td>
<td>184</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>192</td>
</tr>
<tr>
<td>Innovation</td>
<td>207</td>
</tr>
<tr>
<td>Innovation</td>
<td>207</td>
</tr>
<tr>
<td>Supplemental</td>
<td>215</td>
</tr>
<tr>
<td>Supplemental Data</td>
<td>215</td>
</tr>
</tbody>
</table>

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.
Co-Curricular Education

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Sustainability Educators Program</td>
</tr>
<tr>
<td>Student Sustainability Outreach Campaign</td>
</tr>
<tr>
<td>Sustainability in New Student Orientation</td>
</tr>
<tr>
<td>Sustainability Outreach and Publications</td>
</tr>
<tr>
<td>Student Group</td>
</tr>
<tr>
<td>Organic Garden</td>
</tr>
<tr>
<td>Model Room in a Residence Hall</td>
</tr>
<tr>
<td>Themed Housing</td>
</tr>
<tr>
<td>Sustainable Enterprise</td>
</tr>
<tr>
<td>Sustainability Events</td>
</tr>
<tr>
<td>Outdoors Program</td>
</tr>
<tr>
<td>Themed Semester or Year</td>
</tr>
</tbody>
</table>
Student Sustainability Educators Program

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

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,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by Co-Curricular Education Tier Two Credit 1, are not eligible for this credit unless the group meets the criteria outlined above.

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

Total number of degree-seeking students enrolled at the institution:
3,263

Program name (1st program):
Enactus' Green Team and Science Community Initiative

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):
370

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

Students on Green Team and in the Science and Community Initiative work with a variety of other student organizations on campus, and with the student body at large, to train other students to be more effective at recycling, paper reduction, and energy efficiency. Each year they take on a different focus for the year. As a result of their efforts it is estimated that at least 10% of students have been directly affected. Additionally, Enactus competes each year in a national contest for program effectiveness, and has been recognized for their efforts.
A brief description of how the student educators are selected (1st program):

Membership in Enactus and their Green Team is voluntary. Students learn about this program from other students and are initiated to the group by attending meetings and showing a commitment.

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

The Enactus organization maintains a training program for new members, including the Green Team. Additionally, many of the Green Team members are Environmental Science majors and minors, thereby receiving classroom training on sustainability issues.

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

The University funds Enactus through the Student Senate’s organizational budgeting process. Enactus must submit a budget each year in order to retain funding from the Student Senate. The Senate is allotted funding by the University to underwrite these costs.

The website URL for 1st Program:
http://bryantsife.org/green

Program name (2nd program):
National Wildlife Federation Fellowship Program

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):
1

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

Bryant senior, May Vickers, has been named a NWF Fellow to study the feasibility of solar lanterns on campus.

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

There was an application process through NWF.

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

May is receiving direction from professors on campus like Dr. Gaytha Langlois from the Environmental Science and Technology Department, as well as guidance from National Wildlife Federation on her reporting practices, learning outcomes and final report. She is also working directly with Bryant Facilities staff to obtain accurate statistics on present energy consumption and cost, in order to calculate potential savings going forward.

A brief description of the staff and/or other financial support the institution provides to the program (2nd program):
National Wildlife Federation issues a small grant for Fellows to conduct their research on campus sustainability. Faculty and staff time commitments to gather information, explore alternatives, assemble cost proposals, and develop outreach and education programs. Academic and administrative departments and divisions likely to participate in the project will include Science and Technology, Facilities, Development, Academic Affairs and Business Affairs.

**The website URL for 2nd program:**
http://web.bryant.edu/~bes

**Program name (3rd program):**
---

**Number of students to whom peer-to-peer sustainability outreach and education is offered (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 staff and/or other financial support the institution provides to the program (3rd program):**
---

**The website URL for 3rd program:**
---

**Program name (All other programs):**
---

**Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):**
---

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

The website URL for all other programs:
---
Student Sustainability Outreach Campaign

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

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

Does the institution hold a campaign that meets the criteria for this credit?:
Yes

The name of the campaign(s):
Recyclemania

A brief description of the campaign(s):

Recyclemania is a national competition among colleges and universities that provides benchmarking for the level of recycling success on campus.

Bryant has participated in Recyclemania since 2010.
A brief description of the measured positive impact(s) of the campaign(s):

A measure of the impact of Recyclemania is indicated by the 2011 results where Bryant achieved a 19.09% recycling rate as compared to the 17% recycling rate Bryant achieved in 2009 (prior to participation in the competition). This shows that the focus on Recyclemania does encourage increased recycling. Although the results for Bryant in the 2012 competition are somewhat confusing, due to a change in management of the program part way through, in the early weeks of the campaign, Bryant's recycling rate exceeded 24% recycling rate as a result of strong marketing on campus for the campaign.

http://recyclemaniacs.org/scoreboard/participating-schools?node_id=9263

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

http://recyclemaniacs.org/scoreboard/participating-schools?node_id=9263
Sustainability in New Student Orientation

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

Submission Note:

There are plans to work with the departments of Admissions and Student Affairs in regard to planning for a broader emphasis on sustainability for the 2013 orientation program.

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

Does the institution include sustainability prominently in new student orientation?:

Yes

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

-Reusable Name tags
-Reusable shopping bags and/or water bottles

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

---
Sustainability Outreach and Publications

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

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
- 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 strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- 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

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

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:
Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:

A sustainability website is maintained as a repository for all sustainability related activities taking place on campus with links to other websites for organizations, programs, and projects. The entire campus community can access the website and there is an opportunity for visitors to leave questions and comments for future sustainability efforts.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:

http://web.bryant.edu/~bes
Does the institution have a sustainability newsletter?:
No

A brief description of the sustainability newsletter:
---

The website URL for the sustainability newsletter:
---

Does the institution have a vehicle to publish and disseminate student research on sustainability?:
Yes

A brief description of the vehicle to publish and disseminate student research on sustainability:
The University maintains a website archive of all reports prepared by Honors students. Many of these projects focus on sustainable solutions to complex societal problems and often these projects are also published in academic journals.

Solar energy locations on campus are shown here:

http://bryantgoessolar.weebly.com/bringing-sun-to-bryant.html

http://sunhounds.blogspot.com/

Environmental Footprint of Cell Phones at Bryant University:

http://bryantcellphonefootprint.weebly.com/

Next steps for Zero Waste at Bryant University:

http://bryantuniversitynextstepsforzero.weebly.com/
Electricity Use on Campus (for campus users):

http://www.showmyenergy.com/EnergyManager/Login.aspx

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

---

Does the institution have building signage that highlights green building features?:

Yes

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

Recycling collection centers are well marked and streamlined across campus with signage to indicate the recycling locations.

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

---

Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:

Yes

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

Sodexo displays some posters that educate the community on sustainable food systems.

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


Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:

No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:

---

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:
Does the institution have a sustainability walking map or tour?:
Yes

A brief description of the sustainability walking map or tour:
Several projects have mapped the walking and running trails on campus, and in some cases have indicated important ecological information.

http://bryantwalkingtrails.wix.com/ecology1

http://kmurrone.wix.com/bryantwalkingtrails#

https://mapsengine.google.com/map/viewer?mid=zX5_qLIUdijrA.kkLJlus3LPb4

http://mminese.wix.com/team-econmaniacs

Mapping vernal pools on campus:

http://www.smithfieldvernalpools.webs.com/

The website URL of the sustainability walking map or tour:

Does the institution have a guide for commuters about how to use alternative methods of transportation?:
---
Yes

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

Commuters are informed of bus services to and from campus, and residents have available options for bus and van services.

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

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
Yes

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

Guidelines have been developed for effective recycling practices in all campus residence halls, and resident assistants are trained to encourage recycling by residents. Continuing work will take place to establish a model green suite.

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

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:
Yes

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 campus newspaper, the Archway, assigns at least one reporter each year to cover sustainability topics and events on campus.

A biweekly column focused on campus sustainability efforts is written by May Vickers, an Environmental Science major, to reflect progress in sustainability education, research and program development.

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:
---

Does the institution produce another sustainability publication or outreach material not covered above? (1st material):
Yes

A brief description of this material:
A 2009 Bryant University Sustainability Report is available online. This report summarized all sustainability activities in place as of June, 2009 and will be updated August, 2012.

The website URL for this material:
http://web.bryant.edu/~bes

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

A brief description of this material:
In May 2011, a student organization, SIFE, produced the Bryant University Green Report summarizing sustainability information for 2010/2011. This report was distributed to the campus community.

The website URL for this material:
http://www.bryantsife.org/green

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

A brief description of this material:
Bryant's Office of University Advancement publishes a quarterly magazine, BRYANT. The Spring 2010 issue was focused on sustainability, "Solving the People, Profit, and Planet Puzzle." It included three major articles about sustainability and a targeted message from the President underscoring the importance of sustainability in everything we do.

The website URL for this material:
---

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

A brief description of this material:
---

The website URL for this material:
---
Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
---

A brief description of this material:
---

The website URL for this material:
---

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

A brief description of this material:
---

The website URL for this material:
---

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

A brief description of this material:
---

The website URL for this material:
---

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

A brief description of this material:
---

The website URL for this material:
**Student Group**

---

**Responsible Party**

Gaytha Langlois  
Chair, Science & Technology Department  
Science & Technology Department

---

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

**Does the institution have an active student group focused on sustainability?:**

Yes

**The name and a brief description of each student group:**

Enactus is an international non-profit organization of students, faculty and corporate leaders that focus on creating entrepreneurial sustainable solutions for community issues. Using business concepts, our group uses business solutions to develop community outreach projects to shape a better, more sustainable world. Bryant University's chapter of Enactus focuses our community projects to assist our local community of Rhode Island with social, economic and environmental issues. One of Enactus' projects is called 'Green Team' which focuses on green initiatives on campus and off campus

**List up to 4 notable recent activities or accomplishments of student group(s):**

Recyclemania - This is a national competition that Bryant has been a part of for the past few years. Bryant reports the amount of waste we recycled as a percentage of our total waste produced and with this number we are then ranked against other schools. This year we are working on getting other student organizations involved as well as staff and faculty to raise our ranks in the competition.

Beach Cleanups - This is an off campus initiative where a group of Enactus students has gone down to Naraggansett to clean the beaches with an outside organizations

Green Team Twitter - This has been started to inform students about what they can do to keep our campus green

Currently we are running a water bottle awareness campaign. We are in discussions with InspireGreen to buy reusable water bottles from them with the Bryant Bulldog logo. Our hope is to reduce plastic water bottles on campus as we educate the community and give out these reusable water bottles.

**List other student groups that address sustainability:**

---

**The website URL where information about student group(s) is available:**

http://www.bryantsife.org/
Organic Garden

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Model Room in a Residence Hall

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

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

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

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

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience?:
Yes

A brief description of the event(s):

Bryant has held several major events related to sustainability including an annual Women's Summit, which discusses sustainability at a high level.

In April, 2012 the University hosted a campus-wide workshop that focused on multiple facets of sustainability. Planned by students and faculty, various panel discussions involved students, faculty, government representatives, green practitioners, and business owners.

In 2009, a Green Week event was held on campus to celebrate Earth Week. Co-sponsored by the Student Senate and other organizations, the planning committee reached out to all campus organizations for participation. Off-campus speakers were invited to discuss recycling, green technology, renewable energy, and other sustainability issues. The events were held in the Rotunda in the middle of the day, which increased exposure to the topics.

In 2011 and 2012, a campus-wide research event, REDay (http://blogs.bryant.edu/newsroom/?tag=reday), encompassed research from faculty and students in the Rotunda of the main campus center. Classes were cancelled allowing the entire Bryant community to attend the presentations and observe the posters. Many sustainability topics were covered by these research presentations including the impacts of oil contamination, toxic mold studies, climate change modeling, damage to coral reefs, protection of endangered species, water quality changes due to land use etc.

In 2011, as part of an afternoon series of cross-disciplinary discussions on societal topics, a climate change symposium was designed to include the perspectives of economic, environmental, social, and financial experts. This event was attended by over 100 students, who actively participated in follow-on discussions.

The website URL where information about the event(s) are available:
http://web.bryant.edu/~langlois/summit2001/sustainability.htm
Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:

Yes

A brief description of the program:

The Dept of Science and Technology sponsors an annual outdoor field study, supported by a NASA grant, which takes students to environmentally significant locations in the United States. Recent trips include field visits to the Redwood forests on the California coast, fossil sites in Idaho, coastal areas of Louisiana, and a Florida Evergreen forest. In these settings, students are able to observe the ecological dynamics and the need for protective programs for these unique sites. Sound environmental practices are incorporated into the trips. In addition, the Bryant Outdoor Adventure Club promotes involvement in outdoor activities including kayaking, hiking, apple picking, scuba diving and caving.

The website URL where information about the program is available:

---
Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

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

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

Credit

- Sustainability Course Identification
- Sustainability-Focused Courses
- Sustainability-Related Courses
- Sustainability Courses by Department
- Sustainability Learning Outcomes
- Undergraduate Program in Sustainability
- Graduate Program in Sustainability
- Sustainability Immersive Experience
- Sustainability Literacy Assessment
- Incentives for Developing Sustainability Courses
Sustainability Course Identification

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- **Sustainability-focused courses** concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- **Sustainability-related courses** incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

Has the institution developed a definition of sustainability in the curriculum?:

Yes

A copy of the institution's definition of sustainability in the curriculum?:

This information is located in a document posted on the Bryant Environmental Society website, entitled "Course Assessment Methodology." A description of the criteria used to identify courses that qualify as having some sustainability content, or a strong focus or emphasis on some aspects of sustainability are included in this document.

http://web.bryant.edu/~bes

**Has the institution identified its sustainability-focused and sustainability-related course offerings?:**

Yes

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

Identifying courses with sustainability content or focus was based on an analysis of catalog descriptions of existing courses, distinguishing the level of content as “components” or “emphasis”. Sustainability content encompasses materials related to resource tracking and conservation practices, including reuse, recycling/waste reduction, energy efficiency, the human connection with the natural world, reduced toxics in industrial processing, green building approaches, population growth issues, public policy development for better environmental management, political decision making, design of human environments, and our collective responsibility for global environmental realities.

**Does the institution make its sustainability course inventory publicly available online?:**

Yes

**The website URL where the sustainability course inventory is posted:**

http://web.bryant.edu/~bes
Sustainability-Focused Courses

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

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

The number of sustainability-focused courses offered:
13

The total number of courses offered:
499

Number of years covered by the data:
Three

A list of sustainability-focused courses offered:

This list is located in the following document:
"Bryant University Courses - Sustainability Content or Focus"
This document is available on the Bryant Environmental Society website at the following address:


The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:
A copy of the sustainability course inventory:
Courses - Sustainability.pdf
Sustainability-Related Courses

Responsible Party
Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria
Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

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

The number of sustainability-related courses offered:
43

The total number of courses offered:
499

Number of years covered by the data:
Two

A list of sustainability-related courses offered:
This list is located in the following document:
"Bryant University Courses - Sustainability Content or Focus"
This document is available on the Bryant Environmental Society website at the following address:


The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:
A copy of the sustainability course inventory:
Courses - Sustainability.pdf
Sustainability Courses by Department

Responsible Party
Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria
Institution’s academic departments (or equivalent) offer sustainability-related and/or sustainability-focused courses.

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

The number of departments that offer at least one sustainability-related or -focused course:
9

The total number of departments that offer courses:
12

A list of departments that offer sustainability courses:

Please see the following list of courses that have sustainability content or focus, with designation by department. The list is available on the Bryant Environmental Society website (see below):


The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:

A copy of the sustainability course inventory:
Courses - Sustainability.pdf
Sustainability Learning Outcomes

Responsible Party
Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Institution’s students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, “programs” include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

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

The number of graduates covered by the sustainability learning outcomes:
25

Total number of graduates:
806

A list of degree programs that have sustainability learning outcomes:
B.S., Environmental Science
M.S., Global Environmental Studies (will begin in Fall 2012)

12 other programs have a sustainability component, or include skill sets important for addressing sustainability. The total list of programs is available on the Bryant Environmental Society website.

http://web.bryant.edu/~bes/Programs%20-%20Sustainability.pdf

These are relatively new programs (less than 4 years old), so the number of graduates is small, but will grow.

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:
http://web.bryant.edu/~bes/Programs%20-%20Sustainability.pdf
A copy of the sustainability course inventory:
Programs - Sustainability.pdf

A list or sample of the sustainability learning outcomes associated with the degree programs:

SAMPLE OF LEARNING OUTCOMES FROM SCIENCE AND TECHNOLOGY PROGRAMS FOCUSED ON SUSTAINABILITY

(1) Ability to use systems thinking for environmental decision making
(2) Capability of analyzing cost/benefit factors involved in complex environmental problems
(3) Commitment to seeking sustainable solutions
(4) Develop environmental expertise
(5) Understand conservation issues in national parks and develop scenarios for practical solutions.
(6) Use an interdisciplinary approach in assessing conservation issues at the interface of science, technology and the environment
(7) Develop an understanding of the role of stakeholders in crafting effective environmental policies
(8) Effectively communicate scientific findings that can be understood by all stakeholders
(9) Exhibit scientific literacy in environmental toxicology
(10) Show a familiarity with global energy supply and delivery systems, including legal and regulatory underpinnings
(11) Describe the relationship of geochemical analyses with complex environmental issues
(12) Analyze examples of green technology in the chemistry, transportation, construction, or energy industries
(13) Examine at least three ethical dilemma in the application of green technology
(14) Examine the ethical, socio-economic and political dilemmas associated with proposed solutions to selected environmental problems.
Undergraduate Program in Sustainability

Responsible Party
Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit?:
Yes

The name of the sustainability-focused, undergraduate degree program (1st program):
B.S. Environmental Science

The website URL for the program (1st program):
http://www.bryant.edu/wps/wcm/connect/Bryant/Academics/Areas%20of%20Study/C-F/Environmental%20Science

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

The website URL for the program (2nd program):
---

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

The website URL for the program (3rd program):
---
The name and website URLs of all other sustainability-focused, undergraduate degree program(s):

---
Graduate Program in Sustainability

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

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

Does the institution offer a graduate degree program that meets the criteria for this credit?:

Yes

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

M.S. Global Environmental Studies

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


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

---

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

---

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

---

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

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

---
Sustainability Immersive Experience

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

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

Does the institution offer a program that meets the criteria for this credit?:

Yes

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

Several existing campus programs offer sustainability-focused immersive experiences. For example, the study-abroad program provides opportunities for students to immerse themselves in sustainability-related endeavors. Recent students have participated in such programs, such as climate change studies at a Swedish university, which focused on economic and technological climate change issues. Other students have embarked on coral reef studies in Australia, and an upcoming student experience will entail extensive studies of Galapagos ecology and its economic importance.

The website URL where information about the immersive experience is available:

---
Sustainability Literacy Assessment

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

Submission Note:

A sustainability literacy assessment will be conducted in Fall 2012.

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

Has the institution conducted a sustainability literacy assessment?:

No

Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort?:

No

A copy of the questions included in the sustainability literacy assessment:

---

A copy of the questions included in the sustainability literacy assessment:

The questions are not yet finalized, but will include the topics of recycling, energy use, driving patterns, and wasteful practices.

A brief description of how the assessment was developed:

The assessment is based on findings from class projects, pretested in small groups over four semesters. The survey is now being refined by a faculty/student team, to be administered in Fall 2013.
A brief description of how the assessment was administered:

A survey will be administered to a sample of incoming Freshmen and a sample of Seniors in Fall 2013.

A brief summary of results from the assessment:

No results as yet.

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

http://web.bryant.edu/~bes
Incentives for Developing Sustainability Courses

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

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 aims to increase student learning of sustainability.

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

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

Submission Note:

The present faculty incentive program for new course development will be adapted to provide encouragement for new sustainability courses, or for adding sustainability focus to existing courses.

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

Does the institution have a program that meets the criteria outlined above?:

Yes

A brief description of the program(s):

The university has an incentive program for developing creative and innovative courses. We are proposing that a special focus be offered within the incentive program to encourage the inclusion of sustainability topics into existing or new courses.

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

Incentives usually include course releases, small stipends, or specialized off-campus training opportunities. We envision seeking a small grant to fund sustainability training for Bryant University faculty.

The website URL where information about the program is available:

http://web.bryant.edu/~bes
Research

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

Credit

<table>
<thead>
<tr>
<th>Sustainability Research Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Engaged in Sustainability Research</td>
</tr>
<tr>
<td>Departments Engaged in Sustainability Research</td>
</tr>
<tr>
<td>Sustainability Research Incentives</td>
</tr>
<tr>
<td>Interdisciplinary Research in Tenure and Promotion</td>
</tr>
</tbody>
</table>
Sustainability Research Identification

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research?:
Yes

A copy of the institution's definition of sustainability research:

Definition of Sustainability Research
Sustainability research encompasses efforts to address the details and interconnections involved in pollution of natural environments, protection of living and non-living resources, quality of life for humans across the globe, efforts to achieve energy efficiency and materials management, enhancing opportunities for achievement for all peoples, more effective business and organizational processes, and efforts for improved health worldwide.

Has the institution identified its sustainability research activities and initiatives?:
Yes

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

An analysis of online Faculty Profiles and publication lists was completed. A more thorough survey was conducted in April 2013, and summary documents have been corrected using those results.
Does the institution make its sustainability research inventory publicly available online?:

Yes

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):

http://web.bryant.edu/~bes
Faculty Engaged in Sustainability Research

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

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

The number of faculty members engaged in sustainability research:

15

The total number of faculty members engaged in research:

75

Names and department affiliations of faculty engaged in sustainability research:

- Science and Technology
- Marketing
- History and Social Sciences
- Economics

Dan McNally, Associate Professor, Science & Technology Department, Bryant University
Lead Principle Investigator (PI) for NSF EPSCoR grant to study the effects of climate change on Narragansett Bay; grant coordinator

Gaytha Langlois, Professor and Department Chair, Science & Technology Department, Bryant University
Co-Chair, Sustainability Committee, Bryant University
PI, NSF EPSCoR grant to study the effects of climate change on Narragansett Bay

Christopher Reid, Assistant Professor, Science & Technology Department, Bryant University
Principal Investigator and Grant Coordinator, NIH and STAC Grants
Oversight of SURF student, Summer 2013, Study of the pathogenic bacterial components of riverine sediments in the Blackstone River

Sharmin Attaran, Marketing Department
Design of new courses focused on sustainability marketing in Costa Rica
Member, Bryant University Sustainability Committee
Science & Technology:

http://www7.bryant.edu/science-and-technology/faculty.htm

Marketing:

http://www7.bryant.edu/marketing/faculty.htm

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:

http://web.bryant.edu/~bes

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

Summary of Sustainable Research - Faculty.pdf

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations:

---

The website URL where information about sustainability research is available:

http://web.bryant.edu/~bes
Departments Engaged in Sustainability Research

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

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

The total number of academic departments that conduct research:
13

The number of academic departments in which at least one faculty member engages in sustainability research:
4

A list of academic departments in which at least one faculty member engages in sustainability research:

- Science and Technology
- Marketing
- History and Social Sciences
- Economics

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:
http://web.bryant.edu/~bes

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:

Summary of Sustainable Research - Faculty.pdf
Sustainability Research Incentives

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Part 1
Institution has 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.

Part 2
Institution has 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.

"---" 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:

Students who apply for SURF awards (Summer Undergraduate Research Fellowships) to study with Professors McNally, Crowley-Parmentier, and Reid to carry out research looking at pollution analysis in Narragansett Bay and in the Blackstone River receive stipends and research laboratory experience (Summers 2012 and 2013). Also, Jessica May Vickers received a fellowship from National Wildlife Foundation to study the utilization of solar-powered outdoor lighting on campus.

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

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:
No

A brief description of the institution’s program(s) to encourage faculty research in sustainability:
The website URL where information about the faculty research program is available:
Interdisciplinary Research in Tenure and Promotion

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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

Does the institution's treatment of interdisciplinary research meet the criteria for this credit?:
Yes

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

Interdisciplinary research is encouraged and is viewed positively in tenure and promotion consideration for faculty.

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

**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.

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

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

• Impacts on the surrounding site
• Energy consumption
• Usage of environmentally preferable materials
• Indoor environmental quality
• Water consumption

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Building Design and Construction

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the 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

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints :

1,353,888 Square Feet

Total occupied building space :

1,353,888 Square Feet

A brief description of the institution's indoor air quality plan, policy, and/or practices:

The Facilities department is notified of indoor air quality concerns through phone calls, e-mails, or work requests. The Facilities Department then works with the EH&S team to investigate and remedy any issues. If further investigation/remediation is necessary, outside vendors are brought in to correct. Periodic air clearance tests are done following renovation projects. Periodic CO2 testing is done to insure proper ventilation following ASHRAE standards. Continuous CO2 monitoring is being introduced into classroom areas.

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

http://policies.bryant.edu/ba/facilities/cplanning.htm
Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions Inventory</td>
</tr>
<tr>
<td>Greenhouse Gas Emissions Reduction</td>
</tr>
<tr>
<td>Air Travel Emissions</td>
</tr>
<tr>
<td>Local Offsets Program</td>
</tr>
</tbody>
</table>
### Greenhouse Gas Emissions Inventory

**Responsible Party**

Brian Britton  
Asst VP Campus Mgmt  
Campus Management

---

#### Criteria

**Part 1**

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

**Part 2**

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

---

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

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


**Does the inventory include all Scope 1 and 2 emissions?:**

Yes

**Does the inventory include emissions from air travel?:**

No

**Does the inventory include emissions from commuting?:**

No

**Does the inventory include embodied emissions from food purchases?:**

No

**Does the inventory include embodied emissions from other purchased products?:**

No
Does the inventory include emissions from solid waste disposal?: No

Does the inventory include another Scope 3 emissions source not covered above?: No

If yes, please specify:
---

Does the inventory include a second Scope 3 emissions source not covered above?: No

If yes, please specify:
---

Does the inventory include a third Scope 3 emissions source not covered above?: ---

If yes, please specify:
---

Does the inventory include a fourth Scope 3 emissions source not covered above?: No

If yes, please specify:
---
**Greenhouse Gas Emissions Reduction**

---

**Responsible Party**

**Brian Britton**
Asst VP Campus Mgmt
Campus Management

---

**Criteria**

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol’s Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

---

**Submission Note:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Electrical KWH</th>
<th>E-CO2</th>
<th>Nat Gas Therms</th>
<th>NG-CO2</th>
<th>Gasoline Gallons</th>
<th>G-CO2</th>
<th>Diesel D-CO2</th>
<th>D-CO2</th>
<th>Total Metric T CO2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>16680380</td>
<td>11502</td>
<td>803350</td>
<td>4017</td>
<td>18000</td>
<td>160</td>
<td>5000</td>
<td>50</td>
<td>15729</td>
</tr>
<tr>
<td>2010</td>
<td>16986743</td>
<td>11713</td>
<td>760963</td>
<td>3805</td>
<td>18000</td>
<td>160</td>
<td>5000</td>
<td>50</td>
<td>15728</td>
</tr>
</tbody>
</table>

Source for calculating CO2 equivalents is EPA Clear Energy Calculator

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

**Scope 1 and 2 gross GHG emissions, 2005:**

15,729 Metric Tons of CO2 Equivalent

**Off-site, institution-catalyzed carbon offsets generated, 2005:**

0 Metric Tons of CO2 Equivalent
Third-party verified carbon offsets purchased, 2005:
0 Metric Tons of CO2 Equivalent

On-campus residents, 2005:
2,377

Non-residential/commuter full-time students, faculty, and staff members, 2005:
635

Non-residential/commuter part-time students, faculty, and staff members, 2005:
1,180

Scope 1 and 2 gross GHG emissions, performance year:
15,728 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed offsets generated, performance year:
0 Metric Tons of CO2 Equivalent

Carbon offsets purchased, performance year:
0 Metric Tons of CO2 Equivalent

List the start and end dates of the GHG emissions performance year:
June, 2011 - June 2012

On-campus residents, performance year:
2,645

Non-residential/commuter full-time students, faculty, and staff members, performance year:
580

Non-residential/commuter part-time students, faculty, and staff members, performance year:
1,002

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):
June, 2011 to June, 2012
Air Travel Emissions

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

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

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community?:
Yes

A brief description of the program:

Bryant has entered into a contractual agreement with Direct Energy, which is valid from 3/1/12 until 3/1/15 and offset's the University's electricity usage by 15%

The website URL where information about the program 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 impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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>Trayless Dining</td>
</tr>
<tr>
<td>Vegan Dining</td>
</tr>
<tr>
<td>Trans-Fats</td>
</tr>
<tr>
<td>Guidelines for Franchisees</td>
</tr>
<tr>
<td>Pre-Consumer Food Waste Composting</td>
</tr>
<tr>
<td>Post-Consumer Food Waste Composting</td>
</tr>
<tr>
<td>Food Donation</td>
</tr>
<tr>
<td>Recycled Content Napkins</td>
</tr>
<tr>
<td>Reusable Container Discounts</td>
</tr>
<tr>
<td>Reusable To-Go Containers</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Shawn Monaghan
General Manager
Dining Services

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution’s primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution’s primary on-site contractor.

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

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):

11

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

We try to purchase locally. All bread products are baked and sourced locally; seafood is compliant with the Marine Stewardship Council. When available, seasonal fruits and vegetables are sourced from local farms. All milk and soda is procured from local farms and bottlers.

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

http://bettertomorrow.sodexousa.com/home/
Trayless Dining

Responsible Party

Shawn Monaghan
General Manager
Dining Services

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

Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?:
Yes

A brief description of the trayless dining program:

We currently offer trayless dining on Tuesdays. Additionally we encourage students not to use trays.

List the year the program was started:
Sept. 1, 2010

The overall percentage of meals served on campus that are trayless:
---

The percentage of meal plan meals served on campus that are trayless:
---

The percentage of retail facility meals served on campus that are trayless:
---

The percentage of conference meals served on campus that are trayless:
---

The website URL where information about the program is available:
---
Vegan Dining

Responsible Party
Shawn Monaghan
General Manager
Dining Services

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

Does the institution offer diverse, complete-protein vegan dining options during every meal?:
Yes

A brief description of the vegan dining program:
We have a station dedicated solely to vegan and vegetarian meals. Protein is available at all meals.

The website URL where information about the program, policy, or practice is available:
---
Trans-Fats

Responsible Party
Shawn Monaghan
General Manager
Dining Services

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

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:
Yes

A brief description of the trans-fats avoidance program, policy, or practice:
All frying oil is trans-fat free.

The website URL where information about the program, policy, or practice is available:
---
Guidelines for Franchisees

Responsible Party

Shawn Monaghan
General Manager
Dining Services

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Pre-Consumer Food Waste Composting

Responsible Party

Shawn Monaghan
General Manager
Dining Services

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
PostConsumer Food Waste Composting

Responsible Party

Paulette Rattigan
Director of Purchasing
Purchasing

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

Responsible Party
Shawn Monaghan
General Manager
Dining Services

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

Does the institution donate leftover or surplus food?:
Yes

A brief description of the food donation program:
When we have leftovers before a close, or after a large scale event, we donate to the local food banks.

The website URL where information about the food donation program is available:
---
Recycled Content Napkins

Responsible Party

Shawn Monaghan
General Manager
Dining Services

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

Does the institution use recycled content napkins in its dining service operations?:
Yes

A brief description of the purchasing behavior:
All napkins are from recycled content.
Tork brand products are made of 100% recycled content.

The website URL where information about the purchasing is available:
---
Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:

Yes

A brief description of the reusable mug program:

Mugs can be bought at dining locations for $1.75. Each time the mug is used instead of a conventional cup the customer will enjoy $.25 off of the beverage purchase.

Amount of the discount offered for using reusable mugs:

0.25

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):

---

The website URL where information about the reusable mug discount program is available:

---
Reusable To-Go Containers

Responsible Party

Shawn Monaghan
General Manager
Dining Services

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
**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 warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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>
<tr>
<td>Timers for Temperature Control</td>
</tr>
<tr>
<td>Lighting Sensors</td>
</tr>
<tr>
<td>LED Lighting</td>
</tr>
<tr>
<td>Vending Machine Sensors</td>
</tr>
<tr>
<td>Energy Management System</td>
</tr>
<tr>
<td>Energy Metering</td>
</tr>
</tbody>
</table>
Building Energy Consumption

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

- 1 kWh = 0.003412 MMBtu
- 1 MWh = 3.412 MMBtu
- 1 therm = 0.1 MMBtu
- 1 kBu = 0.001 MMBtu
- 1 ton-hour = 0.012 MMBtu
- 1 MJ = 0.000948 MMBtu

Submission Note:

Change and correct dates

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

Total building energy consumption, 2005:
137,282 MMBtu

Building space, 2005:
1,211,039 Gross Square Feet

Total building energy consumption, performance year:
137,702 MMBtu

Building space, performance year:
1,353,888 Gross Square Feet
List the start and end dates of the energy consumption performance year:
June, 2011-June, 2012
Clean and Renewable Energy

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

Criteria

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

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution’s electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by OP Credit 5: Greenhouse Gas Emissions Reductions and OP Credit 7: Building Energy Consumption.

Transportation fuels, which are covered by OP Credit 14: Campus Fleet, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu
1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes:

0 MMBtu

Option 2: Non-electric renewable energy generated:

0 MMBtu

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes:

0 MMBtu

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:

0 MMBtu

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources:

0 MMBtu

Total energy consumed during the performance year:

134,055 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 RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:

In 2012/2013 Bryant University has purchased RECs from Renewable Choice Energy that will save 5,776,003 lbs of CO2

A brief description of cogeneration technologies deployed:

---

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

---
Timers for Temperature Control

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:

Yes

A brief description of the technology used:

Yes, simple time clocks have been largely superseded. Equipment operation throughout campus is regulated by our Andover Continuum building automation system (BAS) which allows for complex clock routines and changes in schedule to accommodate the academic calendar. The system has approximately 8,500 control points. Among other functions, it is programmed to automatically reset temperature to save energy during unoccupied periods. When possible the system will shut down energy consuming equipment entirely when buildings are unoccupied. 90% of campus buildings are under the control of the campus BAS.

The percentage of building space (square footage) with timers for temperature control:

---

The website URL where information about the practice is available:

---
Lighting Sensors

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:
Yes

A brief description of the technology used:

Motion, infrared, and/or light sensors are used throughout campus in classrooms, offices, hallways, and other public spaces. Exterior lighting is controlled by photocells. Athletic facility lighting can be staged to suit the particular function (ex., cleaning, free play, televised sports events).

The percentage of building space with lighting sensors:

---

The website URL where information about the institution's use of the technology is available:

---
LED Lighting

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit:

Yes

A brief description of the technology used:

Yes, LED lighting is being used extensively in exit signs throughout campus. We are currently in a program of replacing halogen PAR lamps used in recessed fixtures with new LED lamps throughout campus in dining facilities, library, elevators, and other public spaces.

The percentage of building space with LED lighting:

---

The percentage of parking deck space with LED lighting:

---

The percentage of outdoor space that uses LED lighting:

---

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):

---

The website URL where information about the institution's use of the technology is available:

---
Vending Machine Sensors

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

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:

Yes

A brief description of the management system:

Our Andover Continuum Energy Management System tracks energy consumption and performance in multiple buildings over 1 Million sq ft in a central database/ control server. The system connects over 8,500 points and performs such conservation measures as Load Shedding, Staggered Startup, Outdoor Lighting control, Global Setpoints and Re-sets, Occupied Night Setback, Unoccupied Night Setback, Open Window Detection, Group Scheduling Overrides, Global Outdoor Sensors and Seasonal Control, Dual Loop Plants with Economizer Mode, Demand Based Ventilation sensing CO2 levels, Optimized Zone Occupancy Control.

The system provides user friendly Graphic Display of operating status and real time conditions allowing technicians to tune the system as well as diagnose equipment malfunctions.

The system monitors energy consumption by counting pulses generated by building and campus wide gas and electric meters. This information forms the basis of monthly and annual energy consumption data on a building-by-building level.

The percentage of building space monitored with a centralized energy management system:

---

A description of what systems are shut down during unoccupied periods:

---

The website URL where information about the institution's use of the technology is available:

---
Energy Metering

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:
Yes

A brief description of the metering system:
We meter electrical and gas consumption for a majority of our buildings on campus. Energy is tracked through a combination of Analog (manually recorded) and Digital (recorded by energy management system). We are gradually changing analog to digital meters and we are implementing an energy dashboard to compare, contrast and trend log consumption patterns to effect greater efficiency.

The percentage of building space with energy metering:
---

The website URL where information about the metering system is available:
---
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>Integrated Pest Management</td>
</tr>
<tr>
<td>Native Plants</td>
</tr>
<tr>
<td>Wildlife Habitat</td>
</tr>
<tr>
<td>Tree Campus USA</td>
</tr>
<tr>
<td>Snow and Ice Removal</td>
</tr>
<tr>
<td>Landscape Waste Composting</td>
</tr>
</tbody>
</table>
Integrated Pest Management

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

Criteria

Institution’s grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1) Set action thresholds
2) Monitor and identify pests
3) Prevention
4) Control

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

The size of the campus grounds:

65 Acres

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan:

65 Acres

A brief description of the IPM plan(s):

The IPM plan is as follows. Daily scouting by the grounds crew for signs of insect and turfgrass issues that arise during the height of the growing season. Careful analysis of soil temperature, tree, shrub and turf maladies before they become apparent are documented and a pro-active approach is undertaken. An ounce of prevention rather than a pound of cure is the basis of the program at Bryant University.

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

---

STARS Reporting Tool | AASHE
Native Plants

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Does the institution prioritize the use of native plant species in landscaping?:
Yes

A brief description of the native plant program, policy, or practice:
In conjunction with the Arborists on campus, plants are selected that are conducive to this area. Selections are made after consulting the University of RI publication "Sustainable Trees and Shrubs for Southern New England."

The website URL where information about the program, policy, or practice is available:
---
Wildlife Habitat

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

Submission Note:

COMPLETE, CORRECT

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

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:
Yes

A brief description of the wildlife habitat program, policy, or practice:

Bryant has a program to protect the ferule cats on campus by providing spay and neutering for wild cats on campus.

In addition, Bryant deeply values its forests and surrounding wetlands. Bryant upholds utmost care when exploring new land to develop on,

The website URL where information about the program, policy, or practice is available:
---
This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:

Yes

A brief description of the snow and ice removal program, policy, or practice:

We are using Magnesium Chloride, the most environmentally friendly product with a low melting point, to provide safe walkways on campus. This formula is the least detrimental to turf and entrances into buildings. Roadways are treated with a Sand/Salt ratio 3:1, so traction is achieved and little salt damage occurs to the adjacent turf areas.

The website URL where information about the program, policy, or practice is available:

---
Landscape Waste Composting

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:
Yes

A brief description of the composting or mulching program:

We have begun a composting program on campus. Collections of grass clippings, leaves, sod and sand are piled together at the composting site, and turned over occasionally to stimulate the composting process.

The percentage of landscape waste that is mulched or composted onsite:
---

The percentage of landscape waste that is mulched or composted off-site:
---

The website URL where information about the program, policy, or practice is available:
---
Purchasing

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Purchasing</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
</tr>
<tr>
<td>Vendor Code of Conduct</td>
</tr>
<tr>
<td>Historically Underutilized Businesses</td>
</tr>
<tr>
<td>Local Businesses</td>
</tr>
</tbody>
</table>
**Computer Purchasing**

**Criteria**

**Part 1**

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

**Part 1**

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

**Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:**

No

**The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:**

---

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

---

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)?:**

Yes

**Expenditures on Green Seal and/or EcoLogo certified cleaning products :**

51,042.57 US/Canadian $
A copy of the sections of the cleaning contract(s) that reference certified green products:
---
Office Paper Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

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

Does the institution have an institution-wide stated preference to purchase recycled content office paper?:

No

The URL where the recycled paper policy, directive, or guidelines are posted:

---

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

We always use recycled colored copy paper in our copy center and also sell this product to those having copiers/multi-function machines. This colored paper is 30% recycled. We use non-recycled white paper because the test we administered using the recycled white product made all machines jam. Bryant spent $37,158 in recycled office products over the last 12 months. 20% of Bryant’s paper use is Forest Stewardship Council certified.

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

Yes

Expenditures on 10-29 percent recycled-content office paper:

0 US/Canadian $
Expenditures on 30-49 percent recycled-content office paper:
7,200 US/Canadian $

Expenditures on 50-69 percent recycled-content office paper:
0 US/Canadian $

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):
0 US/Canadian $

Expenditures on 90-100 percent recycled-content office paper:
0 US/Canadian $

Total expenditures on office paper:
45,500 US/Canadian $
Vendor Code of Conduct

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:
Yes

A brief description of how the institution meets the criteria:
Bryant University seeks to support historically underutilized businesses, minority-owned businesses, and women-owned businesses in many respects and in particular upcoming RFP processes.

The website URL where information about the program, policy, or practice is available:
---
Local Businesses

Responsible Party

Ed Cook
Director of Purchasing
Purchasing

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

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit.

Yes

A brief description of the program:

Whenever possible, Bryant utilizes local vendors and products.

The website URL where information about the program, policy, or practice is available:

---
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>Bicycle Sharing</td>
</tr>
<tr>
<td>Facilities for Bicyclists</td>
</tr>
<tr>
<td>Bicycle and Pedestrian Plan</td>
</tr>
<tr>
<td>Mass Transit Programs</td>
</tr>
<tr>
<td>Condensed Work Week</td>
</tr>
<tr>
<td>Telecommuting</td>
</tr>
<tr>
<td>Carpool/Vanpool Matching</td>
</tr>
<tr>
<td>Cash-out of Parking</td>
</tr>
<tr>
<td>Carpool Discount</td>
</tr>
<tr>
<td>Local Housing</td>
</tr>
<tr>
<td>Prohibiting Idling</td>
</tr>
<tr>
<td>Car Sharing</td>
</tr>
</tbody>
</table>
Campus Fleet

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution’s motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

Submission Note:

There are four electric car charging stations on campus!

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Student Commute Modal Split

Responsible Party

Brian Britton  
Asst VP Campus Mgmt  
Campus Management

Criteria

Institution's students commute to and from campus using more sustainable 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

The percentage (0-100) of institution's students who use more sustainable commuting options:
10

The percentage (0-100) of institution’s students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
90

The percentage (0-100) of institution’s students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
7

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:
2

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation:
0

The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation:
1

The website URL where information about alternative transportation is available:
---
Employee Commute Modal Split

**Responsible Party**

Brian Britton  
Asst VP Campus Mgmt  
Campus Management

---

**Criteria**

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. 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

The percentage (0-100) of institution's employees that use more sustainable commuting options:

3

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:

97

The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:

1

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:

0.50

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation:

0.50

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:

1

The website URL where information about alternative transportation is available:

---
Bicycle Sharing

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Bicycle and Pedestrian Plan

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle?:
Yes

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

Bryant implemented a free RIPTA shuttle 3 years ago (09/10). Since then, ridership has increased each year; currently records show that approximately 2,500-3,000 riders are using this service every month. With a scanned ID card required, students are picked up on campus (near gym) and are given access to ride anywhere throughout RI. The RIPTA bus is available 7 days a week during the school year and runs past midnight. In addition, for students who want to go to local malls outside of RI, Bryant offers a shuttle services for the fee of $2 per student. Bryant also offers holiday shuttles to transportation centers.

The website URL where information about the program is available:
---
Responsibility Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

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

Does the institution offer a telecommute program for employees?:
Yes

A brief description of the program:
Bryant encourages the use of telecommuting for international meetings, especially frequent correspondence between Bryant and its new satellite campus in China.

The website URL where information about the program is available:
---
Carpool/Vanpool Matching

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Cash-out of Parking

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Has the institution adopted a policy prohibiting idling?:
Yes

A brief description of the policy:
Facilities Department Posting Prohibiting Idling:
With vehicle emissions contributing to serious health and environmental hazards like smog, air toxins, and global warming, the university is implementing a no idling policy for all facilities management owned vehicles.

The website URL where information about the policy is available:
---
Does the institution participate in a car sharing program, such as ZipCar or HourCar?:
Yes

A brief description of the program:
Bryant University has partnered with ZipCar to make available two vehicles on campus for students and the Bryant community to reserve.

The website URL where information about the program, policy, or practice is available:
http://www.zipcar.com/bryant
Waste

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

Credit

- Waste Reduction
- Waste Diversion
- Construction and Demolition Waste Diversion
- Electronic Waste Recycling Program
- Hazardous Waste Management
- Materials Exchange
- Limiting Printing
- Materials Online
- Chemical Reuse Inventory
- Move-In Waste Reduction
- Move-Out Waste Reduction
Waste Reduction

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

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

Weight of materials recycled, 2005 baseline year :
110.30 Tons

Weight of materials composted, 2005 baseline year :
0 Tons

Weight of materials disposed as garbage, 2005 baseline year :
701.80 Tons

Weight of materials recycled, performance year :
185.45 Tons

Weight of materials composted, performance year :
0 Tons

Weight of materials disposed as garbage, performance year :
877 Tons

List the start and end dates of the waste reduction performance year:
FY 2013

On-campus residents, 2005:
2,377

Non-residential/commuter full-time students, faculty, and staff members, 2005:
635

Non-residential/commuter part-time students, faculty, and staff members, 2005:
191

On-campus residents, performance year:
2,645

Non-residential/commuter full-time students, faculty, and staff members, performance year:
580

Non-residential/commuter part-time students, faculty, and staff members, performance year:
140

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):
---

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:
---

A brief description of the plan of action to achieve waste reduction goals:
---

The website URL where information about the institution’s waste reduction initiatives is available:
---
Waste Diversion

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

Criteria

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

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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted:
188.04 Tons

Materials disposed in a solid waste landfill or incinerator:
877 Tons

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

Bryant University is working hard to improve our ability to divert materials from our waste stream. Bryant continually works to improve our recycling program which currently includes commingled cans, bottles, cardboard, mixed paper, and textbooks. Bryant has recycling containers in all individual work spaces, student rooms, and all public areas including exterior entrances. During the past year Bryant has recycled 185.45 tons of material and has donated to Goodwill 2.59 Tons of TV’s, Printers, Computers and Servers.
Construction and Demolition Waste Diversion

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.

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

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

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

Bryant staff members have been trained by our environmental consultant to recycle e-waste materials generated on campus responsibly and to conduct proper safety procedures. Once discarded, e-waste - including electronics, lamps, bulbs, batteries, etc.- is stored safely in an on-site container and then picked up by an authorized outside vendor.

A brief description of the electronic waste recycling program for institution-generated materials:

Facilities staff have been trained by our environmental consultant to properly dispose all electronic waste generated on campus. Department electronic waste is collected separately, then stored, and later picked up by an authorized outside vendor.
A brief description of the electronic waste recycling program for student-generated materials:

Resident Life staff have been trained by our environmental consultant to ensure that electronic waste generated by students is responsibly disposed of. The waste is stored and then picked up by an authorized outside vendor.

The website URL where information about the e-waste recycling program is available:
Hazardous Waste Management

Responsible Party

Brian Britton  
Asst VP Campus Mgmt  
Campus Management

Criteria

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.

"---" 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:

Bryant has received help from our environmental consultant in training staff to handle and reduce hazardous, special, universal, and non-regulated chemical waste properly. There are designated waste storage trailers for different materials, which are then picked up from an authorized outside vendor.

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

Based on training with our environmental consultant, Waste storage trailers for different materials - electronic, lamps, bulbs, batteries, etc. - are routinely picked up by an authorized outside vendor.

The website URL where information about hazardous materials management is available:

---
Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:

Yes

A brief description of the program:

Bryant's Support Services Department serves as the formal department in charge of surplus office supplies, furniture, and equipment. Their office tracks inventories, and oversees the storage, distribution, and re-purposing of surplus materials.

The website URL where information about the program is available:

---
Limiting Printing

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Does the institution limit free printing for students in all computer labs and libraries?:
Yes

A brief description of how printing is limited:
To limit free printing students are given a $40.00 printing allowance at the beginning of the year. The cost per print is .05 cents for each black and white copy and .50 cents for each color copy.

The website URL where information about the program, policy, or practice is available:
---
Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:

Yes

A brief description of the practice:

The University is actively transitioning to a mode of making printed materials available online. This summer the University is launching www.bryant.edu, a new website which will enhance the communication program and its ability to offer additional online publications. The Human Resource Department has been the leader in this area publishing the following electronically:

Employee self manager-paychecks and benefit information; Employee Handbook, Employee & Campus Directories. Open enrollment support materials were published online and all associated forms returned electronically. University performance action plans and year end performance summaries are available online. Employment opportunities are all posted online and applicants are required to apply electronically. The Purchasing Department is in the process of transitioning to a paperless purchasing system in which all orders are emailed. If materials do have to be printed the University makes every effort to choose paper stocks that are recognized by the Forest Stewardship Council.

The website URL where information about the practice is available:

http://www.bryant.edu/wps/wcm/connect/Bryant/Root/View%20Publications
Chemical Reuse Inventory

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:
Yes

A brief description of the program:

Bryant University's Science & Technology Department tracks chemical purchases & locations through an excel inventory system. The laboratory staff can access this inventory, and chemicals are shared to avoid excess purchasing. Hazardous chemicals are ordered in the smallest quantities possible to limit waste generation. At Bryant, safety is top priority and recycling or reusing hazardous waste is not allowed. Furthermore, Bryant is not permitted by the RI Department of Environmental Management or the EPA to recycle hazardous waste. All hazardous waste generated in the laboratories is transported offsite for disposal by a hazardous waste vendor.

The website URL where information about the practice is available:
---
Move-In Waste Reduction

Responsible Party

Brian Britton  
Asst VP Campus Mgmt  
Campus Management

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

Does the institution have a program to reduce residence hall move-in waste?:
Yes

A brief description of the program:

Our Resident Life Office has a program to reduce move-in waste. Prior to move in day the Resident Life Office communicates with students and encourages them to pack in re-usable duffel bags and in suitcases or plastic containers which parents can then take home and which can be used again when students move out. The communication is done during orientation and Resident Life follows up with a written reminder to reinforce the message. In addition to reducing the amount of cardboard brought to campus during move in, the University goes to great lengths to recycle as much cardboard as possible. This is accomplished by strategically placing several extra recycling containers exclusively for cardboard recycling.

The website URL where information about the program is available:
---
Move-Out Waste Reduction

Does the institution have a program to reduce residence hall move-out waste?:
Yes

A brief description of the program:
Resident Life Office has a program to reduce move out waste. Resident Life promotes and facilitates a donation day event in which they plan and encourage students to donate gently used items to the Big Sisters of Rhode Island. Three donation drop off locations are established. Resident Life also organizes a food drive in which they collect unopened nonperishable food items for a local food pantry.

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

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Consumption</td>
</tr>
<tr>
<td>Stormwater Management</td>
</tr>
<tr>
<td>Waterless Urinals</td>
</tr>
<tr>
<td>Building Water Metering</td>
</tr>
<tr>
<td>Non-Potable Water Usage</td>
</tr>
<tr>
<td>Xeriscaping</td>
</tr>
<tr>
<td>Weather-Informed Irrigation</td>
</tr>
</tbody>
</table>
Water Consumption

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of 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 address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :
Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :
Yes
A brief description of the institution's stormwater management initiatives:

A number of stormwater containment features are in place on the Bryant Campus. There are five stormwater retention basins which collect water from parking lots and playing fields. Our newest parking lot is constructed with a deep swale specially constructed to collect and filter stormwater runoff from the lot. The runoff from roofs of nearly 60% of the campus buildings are collected in a reflecting pond. Hay bales and silt fences are erected around any areas that are to be disturbed by new construction activities.

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

---

Does the institution have a living or vegetated roof?:

No

A brief description of the institution's living or vegetated roof:

---

Does the institution have porous paving?:

No

A brief description of the institution's porous paving:

---

Does the institution have retention ponds?:

Yes

A brief description of the institution's retention ponds:

A number of storm water containment features are in place on the Bryant Campus. There are five storm water retention basins which collect water from parking lots and playing fields. The roofs of most 60% of the campus buildings are collected in a large reflecting pond located on the Campus Green.

Does the institution have stone swales?:

Yes

A brief description of the institution's stone swales:

Stone lined swales are in use throughout the campus wherever runoff must flow in a concentrated fashion. They are constructed with heavy blast rock placed on bed of filter fabric.
Does the institution have vegetated swales?:
Yes

A brief description of the institution's vegetated swales:
Our newest parking lot is constructed with a deep swale specially constructed to collect and filter storm water runoff from the lot.

Does the institution employ any other technologies or strategies for stormwater management?:
---

A brief description of other technologies or strategies for stormwater management employed:
---
Waterless Urinals

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

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

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Does the institution have building-level water consumption meters for at least one building?:
Yes

A brief description of the water metering employed:

Water meters are installed on a majority of buildings on the main line. Meters are also installed on cooling tower water supply lines as well.

The percentage of building space with water metering:
---

The website URL where information about the practice is available:
---
Non-Potable Water Usage

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

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

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

Submission Note:
Finalize description with Brian Britton

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:
Yes

A brief description of the program or practice:
Whenever possible, Bryant prioritizes drought-tolerant and native plant use on campus.

The website URL where information about the program or practice is available:
---
Weather-Informed Irrigation

Responsible Party

Brian Britton
Asst VP Campus Mgmt
Campus Management

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:
Yes

A brief description of how weather data or sensors are used:

Irrigation Systems on Campus are typically zone controlled by time clocks and rain sensors are installed to prevent the irrigation system from turning on when it is raining out or when ground moisture levels are satisfied. The largest system, serving the Athletic Field Complex, is a Tucor system with Watertronics Controls. The athletic fields’ water supply is separately metered.

The website URL where information about the practice is available:
---
Planning, Administration & Engagement

Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
</tr>
<tr>
<td>Strategic Plan</td>
</tr>
<tr>
<td>Physical Campus Plan</td>
</tr>
<tr>
<td>Sustainability Plan</td>
</tr>
<tr>
<td>Climate Action Plan</td>
</tr>
</tbody>
</table>
Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

---

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

Does the institution have a sustainability committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

To encourage and facilitate the collaborative efforts of faculty, students and staff to generate knowledge, acquire skills, develop values and initiate practices that contribute to a sustainable, cost effective, high quality of life on campus.

Members of the committee, including affiliations:

Co-Chairs:
• Dr. Gaytha Langlois, Academic Affairs
• Brian Britton, Business Affairs

Facilitators:
• Sierra Flanigan, EcoMotion
• Talia Arnow, EcoMotion

Members:
• Sharmin Attraran, Academic Affairs
• Maureen Barishian, Business Affairs
• Annette Cerilli, Academic Affairs
• Lisette Clem, University Advancement
• Sue Colantonio, Business Affairs
• Ed Cook, Business Affairs
• Cathy Currie, Human Resources
• Rich Dankel, Student Affairs
• Ray Fogarty, Academic Affairs
• Scott Gauthier, Business Affairs
• Jose-Marie Griffiths, Academic Affairs
• Greg Gurney, Business Affairs
• Ethel Kennedy, Academic Affairs
• Robert Jones, President's Division
• Chuck LoCurto, Information Systems
• Linda Lulli, Human Resources
• Katie McAtee, Enrollment Management
• Dina McAuliffe-Silva, Business Affairs
• Shawn Monaghan, Sodexo
• Barry Morrison, Business Affairs
• Elizabeth O'Neil, University Relations
• Justin Paulsen, International Affairs
• Brooke Tomasetti, Undergraduate Student
• Caitlyn Witkowski, Graduate Student
• Jessica (May) Vickers, Undergraduate Student

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

---

Does the institution have a sustainability office?:

No

A brief description of the sustainability office:

---

The number of people employed in the sustainability office:

---

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

---

Does the institution have a sustainability coordinator?:

No

Sustainability coordinator's name:

---

Sustainability coordinator's position title:
A brief description of the sustainability coordinator’s position:

---

The website URL where information about the sustainability coordinator is available:

---
**Strategic Plan**

---

**Responsible Party**

Sierra Flanigan  
Campus Sustainability Coordinator  
EcoMotion

---

**Criteria**

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

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

Does the institution's physical campus plan include sustainability at a high level?:

Yes

A brief description of how the physical campus plan or amendment includes sustainability:

Pursuant to Bryant’s 150 years of innovation, excellence, and leadership, the University’s mission to cultivate leaders of character who make a positive difference around the globe is ever evolving. The University is currently undertaking several ambitious endeavors that underscore its commitment to that end, not the least of which is the incorporation of sustainable practices into already existing operations.

In the modern world, if one is determined to foster the development of conscientious leaders, issues of regional stewardship and environmental sustainability must be seriously considered. An essential component of Bryant University’s mission is to encourage and facilitate collaborative efforts of faculty, students, and staff to generate knowledge, acquire skills, develop values, and initiate practices that contribute to a sustainable, cost-effective, high quality of life on campus.

While Bryant University has already begun to take a leadership role in proliferating environmental sustainability in higher education, we are not complacent in our accomplishments. In 2012, Bryant’s operations were rated 18.5/100 by the AASHE sustainability tracking, assessment, and rating system (STARS). In an attempt to build on the recent successes of established projects, Bryant is aggressively pursuing means to improve this standing by:

• Increasing efficiency campus-wide,
• Minimizing and monitoring energy consumption,
• Reducing travel emissions,
• Increasing use of green products,
• Reducing waste streams,
• and promoting increased recycling

**The year the physical campus plan was developed or adopted:**
2,013

**The website URL where the physical campus plan is available:**
---
**Criteria**

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

---

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

**Does the institution have a sustainability plan that meets the criteria for this credit?:**

Yes

**A brief description of how multiple stakeholder groups were involved in developing the plan:**

There was a collaborative process for crafting and finalizing Bryant's 2013 Sustainability Plan. This process included enlisting key stakeholders to brainstorm around sustainability goals, circulating multiple iterations to Sustainability Committee members, University leadership and personnel most familiar with designated sustainability "domains" within the Plan.

**A brief description of the plan’s measurable goals :**

**Academics and Research:**

• Maintain a sustainability focus option within selected majors
• Infuse sustainability within existing courses
• Recognize active work in sustainability service work on and off campus
• Pilot Sustainability Certificate through the Center for Teaching and Learning by 2015

**Energy**

• Reduce energy use on campus from a 2010 baseline as measured on per FTE and per square foot basis by 2020
  a. Reduce electricity use by 10% from baseline square footages and normalized heating degree days
  b. Reduce natural gas use by 10% from baseline square footages and normalized heating degree days
  c. Cut heating oil use as tanks are removed; install more efficient boilers
  d. Reduce transportation fuel use by 10% by 2020
  • Promote student engagement and energy conservation
• Explore the viability of additional renewable energy on and off campus to cut costs, specifically solar potential (such as solar street lamps) and geothermal

Transportation
• Increase number of students that carpool/vanpool to 5% from 2012 baseline by 2015
• Increase use of public transportation (RIPTA)
• Consider diversifying campus fleet to include alternatively-fueled vehicles for on-campus use

Waste Reduction and Recycling
• Increase use of recycled office paper (30 - 49% recycled content) by 10% from 2012 baseline
• Pilot Green office (recycling, awareness and conservation) program in at least one department
• Increase recycling diversion rate by 10% FY13 baseline by 2020
• Rank in top 100 for the RecycleMania Grand Champion Competition Division by 2015
• Explore means to divert food waste stream going down sink disposals and into sewer
• Reduce plastics and expanded polystyrene in cafeteria and dining halls
• Obtain baseline for food waste
• Increase use of Forest Stewardship Council (FSC) paper use by 5% from 2013 baseline by 2015

Water
• Reduce campus-wide water use by 10% from 2012 levels by 2020 per FTE
• Upgrade water system’s efficiency and reliability

Community Engagement
• Increase number of students who work in the community by 10% from 2012 baseline by 2020
• Increase number of student community service hours by 10% from 2012 baseline by 2020
• Continue to host the world-class Women’s Summit

Buildings and Land Use
• Develop Forbidden City replica palace to symbolize rich opportunities for collaboration
• Develop campus-wide green planning, building design and construction study by 2017
• Increase Bryant’s expenditures on green cleaning products by 10% from 2012 baseline
• Increase use of organic fertilizers purchased from 2013 baseline
• Consider use of biodiesel fuel in grounds equipment
• Increase use if Variable Frequency Driver (VFDs) in HVAC system renovations
• Increase use of Occupancy Sensors
• Consider annual review of outdated HVAC systems
• Increase use of Energy Star equipment
• Consider lighting system overhaul during renovations
• Review LEED certified requirements and consider costs and benefits while planning new construction

Health and Wellness
• Increase the percentage of locally sourced food expenditures by 10% from 2013 baseline by 2017
• Encourage dining services to shift to sustainable practices, fair trade, etc.
• Promote commitment of students to a health and wellness plan before they leave campus
• Promote exercise on campus through paths, trails, club and intramural sports
• Safely monitor and secure hazardous chemical use on campus

A brief description of how progress in meeting the plan’s goals is measured:
In addition to annual Progress Reports, STARS submissions and Committee meetings, Bryant’s Sustainability Plan goals will be incorporated into the Strategic Goals of the institution, which is held under tight scrutiny and regular review processes. On top of that, Eco-Reps and Employee Educators will be paired in focus groups that will be aimed at working toward achieving the goals laid out in Bryant’s Sustainability Plan.

**The website URL where more information about the sustainability plan is available:**

---

**The year the plan was developed or last updated:**

2,013
Climate Action Plan

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:
Yes

A brief summary of the climate plan’s long-term goals:

Bryant’s analysis of its footprint reveals three things:
• First, emissions have been falling from 12,304 metric tonnes of CO2e in 2005 to 9,948 metric tonnes of CO2e in 2010 due in part to efficiency measures on campus and the impact of increasingly cleaner sources for New England electricity from 2005 through 2010.
• Second, that the breakdown of emissions, showing the relative proportions of sources of greenhouse gases within Scope 1 and 2, reveals that electricity is responsible for 57% of the campus’s carbon footprint, followed by natural gas at 41%. Fleet fuel and a small percentage of heating oil round out the sources.
• Third, data shows that despite growth in the campus population and in total campus building square footages, the University has been able to realize an overall reduction in total emissions of 19.15% from 2005 through 2010.

As more sophisticated greenhouse gas inventories are prepared, their results will be used to update the Climate Action Planning element of the Sustainability Plan.

The carbon footprint data, coupled with the goals presented in Bryant's Sustainability Plan, allow for a projection of savings by 2020 and thus the forecasted carbon footprint for the campus. In particular, the 997 metric tonnes of CO2e savings come from the following savings identified in each domain:
• 10% reduction in electricity use on campus, as measured on a square-foot basis per FTE
• 10% reduction in use of natural gas for heating on campus, as measured on a square-foot basis per FTE
• 10% reduction in energy used for transportation for on campus vehicles, as measured by gallons of gasoline purchased

Together, these reductions will result in a carbon footprint of 8,950 metric tonnes of CO2e in 2020, 10% reduction from the 2010 baseline levels assuming a stable student population and square footage of space. The table below adds specificity to these values. Note again that greater levels of renewables in utility generation have caused the corresponding CO2e values to drop disproportionately. There were
utility emissions coefficient changes in 2009 that reflected a cleaner electricity grid and that dropped Byrant’s carbon footprint for 2010.

A brief summary of the climate plan’s short-term goals:

10% reduction in electricity use on campus, as measured on a square-foot basis per FTE from the 2010 baseline levels

10% reduction in use of natural gas for heating on campus, as measured on a square-foot basis per FTE from the 2010 baseline levels.

10% reduction in energy used for transportation for on campus vehicles, as measured by gallons of gasoline purchased from the 2010 baseline levels.

Together, these reductions will result in a carbon footprint of 8,950 metric tonnes of CO2e in 2020

Year the climate plan was formally adopted or approved:
2,013

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:
---

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:
---

The reduction level (percentage) institution has committed to:
---

The baseline year the institution used in its GHG emissions commitment:
---

The baseline emissions level institution used in its GHG emissions commitment:
---

The target year the institution specified in its GHG emissions commitment:
---

The website URL where information about the climate plan is available:
---
Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated 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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Equity Coordination</td>
</tr>
<tr>
<td>Measuring Campus Diversity Culture</td>
</tr>
<tr>
<td>Support Programs for Underrepresented Groups</td>
</tr>
<tr>
<td>Support Programs for Future Faculty</td>
</tr>
<tr>
<td>Affordability and Access Programs</td>
</tr>
<tr>
<td>Gender Neutral Housing</td>
</tr>
<tr>
<td>Employee Training Opportunities</td>
</tr>
<tr>
<td>Student Training Opportunities</td>
</tr>
</tbody>
</table>
Diversity and Equity Coordination

Responsible Party

Linda Lulli
Associate Vice President for Human Resources
Human Resources

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

Bryant University recognizes that our position as a leader in higher education is determined both by the diversity of our campus community and our intellectual endeavors. Our commitment to link academic and social diversity for the benefit of the learning and living environment reflects its belief that excellence and diversity are mutually reinforcing objectives.

We also understand diversity as a global issue. We provide an education that offers our students the knowledge and skills to thrive in an age of global complexity and change. Our policies and programs nurture a pluralistic environment that honors human dignity, integrity, and rights.

Bryant University encourages members of its community to be independent, tolerant thinkers who possess the courage and patience to grow in their understanding of differences - whether they be ethnic, intellectual, physical, political, cultural, sexual, religious or economic. Doing so on a personal level reaffirms the critical role that divergent voices play in making Bryant University a world-class institution dedicated to teaching, learning, and producing new knowledge.

Members of the committee, including job titles and affiliations :

Bryant University’s diversity initiatives are lead by a steering committee made of members of the University’s senior staff.

The website URL where information about the diversity and equity committee is available:

https://my.bryant.edu/cas/login?service=http%3a%2f%2fintranet.bryant.edu%2fportal%2fhuman-resources%2fdiversity-at-bryant%2f

STARS Reporting Tool | AASHE
Snapshot | Page 160
Does the institution have a diversity and equity office?:
No

A brief description of the diversity office:
---

The number of people employed in the diversity office:
---

The website URL where information about the diversity and equity office is available:
---

Does the institution have a diversity and equity coordinator?:
No

Diversity coordinator’s name:
---

Diversity coordinator's position title:
---

A brief description of the diversity coordinator's position:
---

The website URL where information about the diversity and equity coordinator is available:
---
Measuring Campus Diversity Culture

Responsible Party
Linda Lulli
Associate Vice President for Human Resources
Human Resources

Criteria
Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:
Yes

A brief description of the assessment(s):
Yes, the University assesses attitudes about diversity on campus and uses the survey results to guide policy and initiatives.

An Organizational Survey of faculty and staff is conducted every two years. The goal of the survey is to obtain faculty and staff perspectives on the organizational environment and work experience. The survey instrument includes four sections: decision making; communication; diversity and organizational effectiveness.

Bryant University is committed to challenging and stopping acts of discrimination and hate. Toward this end, the Bias Incident Committee was established to monitor such incidents when they occur, and ensure that they are investigated thoroughly. The committee also makes recommendations for educational programs and standards for action.

Year the assessment was last administered:
2,012

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:
How it is used: The survey results are aggregated with University-wide data cuts, as well as divisional data cuts. The results are used to identify how much progress the institution has made on the issues identified in the last organizational survey, as well as identify areas of focus for the future.
The website URL where information about the assessment(s) is available:
---
Support Programs for Underrepresented Groups

Responsible Party

Linda Lulli
Associate Vice President for Human Resources
Human Resources

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:
Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

4MILE@bryant is a transition program traditionally held the week before fall classes begin for new multicultural and international students who have been admitted to Bryant University.

Students have the opportunity to be paired with an upperclass mentor, get acquainted with their new home, and learn more about academic, personal, social and cultural supports available throughout their four years at Bryant.

The program is designed to provide international and multicultural students with a positive transition into their college career. The week consists of sessions and team building exercises along with an interactive introduction to Bryant University. Incoming students are assigned mentors who will serve as a support to them during their first year.

4MILE@bryant provides a connection to the resources and networks necessary for success at Bryant University. More information can be found at our website:

http://www.bryant.edu/life-at-bryant/live/intercultural-center.htm

Safe Zone Training presented by the Bryant University LGBTQ and Allies Faculty and Staff Caucus The training is designed to reduce prejudice and discrimination on the basis of sexual orientation, gender identity, and gender expression at Bryant University and create a safe and affirming campus for all.

From the very first semester, Bryant’s HYPERLINK "news/news-articles/2012/12/27/first-year-experience-is-innovative-transformative/"nationally recognized First-Year Gateway is the
foundation for your success. Centered on fundamental questions about the role of the individual in an ever-changing world, the interdisciplinary Gateway sets the stage for you to explore the global foundations of character and leadership, and of organizations and business.

Central to the Gateway is a 13-credit core curriculum aimed at improving your writing proficiency, critical thinking, cultural awareness, and ethical reasoning — skills you’ll need for success during your four years at Bryant and beyond. In addition to the Global Foundations of Character and Leadership and Global Foundations of Organizations and Business courses, the interdisciplinary curriculum includes a writing course and The Bryant IDEA (Innovation Design Experience for All), our immersive January program.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:

Bryant University offers faculty orientation for new faculty that incorporates a diversity awareness session, designed to enhance community relationships and the development of a support network, as well as developing expectations for personal responsibilities for equity and inclusion.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

Bryant Pride is an organization that has and continues to represent the interests of gay, lesbian, bisexual, and transgender (GLBT) students, faculty and staff. Along with the support of straight allies, Bryant Pride promotes GLBT acceptance, educates the Bryant community on issues related to sexual orientation, and advances Bryant to achieve a higher quality of life on campus. The LGBTQ and Allies Faculty and Staff Caucus is the faculty and staff arm of Bryant University Pride. It offers members of the Bryant community someone to talk to for support.

The Hochberg Women’s Center at Bryant offers education for the entire Bryant community about issues that affect women, both on- and off-campus. Annual events celebrate the diversity and contributions of women at Bryant, and around the world, and provide a forum for discussing issues facing women in business and society. The Women’s Center at Bryant serves not only as a support service/resource center for women on campus but provides educational programming to student groups and to other areas of the University focused on equity and inclusion.

The website URL where more information about the programs in each of the three categories is available:

http://www.bryant.edu/life-at-bryant/live/intercultural-center.htm
Support Programs for Future Faculty

Responsible Party
Linda Lulli
Associate Vice President for Human Resources
Human Resources

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 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 programs 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:

Bryant University utilizes diversity recruitment resources including Diversity Issues in Higher Education and Hispanic Outlook. On a search by search basis, the University also utilizes discipline specific diversity recruitment vehicles, as well as direct outreach.

Bryant developed a faculty search strategy that has enhanced Bryant's ability to secure a “balanced” slate of candidates for faculty searches. A “balanced” slate is one of the expectations of any faculty or staff recruitment effort on campus. Faculty are encouraged to seek out prospective candidates for future faculty positions when attending external conferences within their respective disciplines.

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

---
Affordability and Access Programs

Responsible Party

Linda Lulli
Associate Vice President for Human Resources
Human Resources

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

"---" 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 the institution’s participation in federal TRIO programs:

We participate in Rhode Island’s Upward Bound Program. The goal of Upward Bound is to provide certain categories of high school students better opportunities for attending college. The categories of greatest concern are those with low income, those with parents who did not attend college, and those living in rural areas. The program works through individual grants, each of which covers a restricted geographic area and provide services to approximately 50 to 100 students annually. Bryant also partners with the National Hispanic Institute and Venture Scholars.

A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students?:

The Office of Admission also oversees the “Book Fund.” Students who demonstrate financial need may apply for a voucher from the book fund. This program provides course textbooks for students through purchase at the bookstore, “renting” books, as well as loaned
A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

---

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

---

A brief description of the institution's scholarships for low-income students:

William E. Trueheart Scholarship
This award is granted to a limited number of incoming freshmen who will make significant contributions to the racial, ethnic, and cultural diversity on the Bryant campus. Award recipients demonstrate impressive personal and academic achievements along with exceptional extracurricular involvement and demonstrated potential for leadership. This scholarship Honors William E. Trueheart, the first African-American President of Bryant University.

A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:

http://www.bryant.edu/wps/wcm/connect/Bryant/Parents%20and%20Families/

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

Bryant has targeted the Cristo Rey network of schools across the country to attract students to Bryant. We have also recruited in low-income areas in Florida; Detroit; New York City; pockets of New Jersey; pocket of California; Hartford, Bridgeport and New Haven CT, Metro Boston and Metro Providence. We have also worked with counselors and students in organizations such as Upward Bound in Rhode Island and the Center for Student Opportunity which is a national organization. Bryant University is also represented at a number of National Hispanic College Fairs around the country.

A brief description of the institution’s other admissions policies and programs:
A brief description of the institution’s other financial aid policies or programs:

http://www.bryant.edu/wps/wcm/connect/Bryant/Divisions/Academic%20Affairs/Undergraduate%20Admissions/Cost%20and%20Financial%20Aid

A brief description of the institution’s other policies and programs not covered above:

---

The website URL where information about programs in each of the areas listed above is available:

http://www.bryant.edu/wps/wcm/connect/Bryant/Divisions/Academic%20Affairs/Undergraduate%20Admissions/Cost%20and%20Financial%20Aid
Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?:

Yes

A brief description of the program, policy, or practice:

Yes, Bryant University offers housing options to accommodate the needs of transgender and transitioning students.

Gender neutral housing is a housing option that allows students to room with other students of any gender. A male student and a female student can jointly choose to live together in a double room within a suite. This housing choice provides an option for transgender students, gay or bisexual students, students who feel uncomfortable rooming with members of the same sex, intersexed students who do not wish to be identified by any sex and students who feel they would be more compatible with a roommate of a different gender. The gender neutral housing option reflects Bryant’s commitment to fostering an inclusive living and learning environment.

In Fall 2012, a pilot project was carried out that offered hall 17 as gender neutral. Currently, residential life has expanded gender neutral housing options to include the village (halls 1-13) and hall 17. During the fall of 2013, 6-8 townhouses were requested for gender neutral housing.

The website URL where information about the program, policy, or practice is available:

---
Does the institution make cultural competence trainings and activities available to all employees?:
Yes

A brief description of the cultural competence trainings and activities:
The issues of diversity, inclusion and equality are incorporated into many of the University's training and professional development program offerings.

The website URL where information about the trainings and activities are available:
---
Does the institution make cultural competence trainings and activities available to all students?:
Yes

A brief description of the cultural competence trainings and activities:
Yes, the University makes cultural competence trainings and activities available to all students. Students are invited to attend the Diversity Awareness Sessions sponsored by the Diversity Council. In addition, various undergraduate and graduate courses include cultural awareness, including:

- Introduction to Cultural Studies (LCS270)
- Language, Culture and Communication (COM365)
- Mass Communications in Global Village (COM478)
- Studies in International Literature (LCS361)
- Popular Music and Culture (LCS359)
- Comparative Religions (LCS 384)
- Trends in Modern Thought (HIS354)
- Cross-Cultural Psychology (PSY465)
- Urban Sociology (SOC353)
- Introduction to Global Politics (GLOB241/POLS241) or (Honors: GLOB/POLS290)
- Introduction to Global Anthropology (GLOB242/LCS242) or (Honors: GLOB243/LCS243)
- Gender, Illness, and Health - Service Learning Option SOC352SL

The website URL where information about the trainings and activities are available:
---
Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff 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>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable Compensation</td>
</tr>
<tr>
<td>Employee Satisfaction Evaluation</td>
</tr>
<tr>
<td>Staff Professional Development in Sustainability</td>
</tr>
<tr>
<td>Sustainability in New Employee Orientation</td>
</tr>
<tr>
<td>Employee Sustainability Educators Program</td>
</tr>
<tr>
<td>Childcare</td>
</tr>
<tr>
<td>Employee Wellness Program</td>
</tr>
<tr>
<td>Socially Responsible Retirement Plan</td>
</tr>
</tbody>
</table>
Sustainable Compensation

Responsible Party

Linda Lulli
Associate Vice President for Human Resources
Human Resources

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

Policies and practices adopted by entities of which the institution is part (e.g. state government or the 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

Total number of employees working on campus (including contractors):
731

Number of employees (including contractors) that the institution ensures earn sustainable compensation:
710

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

Bryant University employs a Market Based Compensation strategy. The University is a complex organization with a wide variety of jobs in many disciplines. The University's intention is to benchmark jobs to the market that best reflects our recruiting practices. For example, the market for support positions and some administrative positions is local Providence-area employers, regardless of industry. The market for most higher education-specific jobs would be institutions with similar geographic, enrollment size, and/or operating budgets.

The Human Resources department participates in a number of carefully selected salary and benefits surveys to ensure that the University has access to current and quality data in order to benchmark the Universities pay and benefits to peer organizations. These surveys are...
conducted on an annual basis by reputable survey firms who use proven methods for collecting, analyzing, and presenting data. Human Resources continually reassess data sources to ensure that they continue to meet the University’s needs and that the quality/credibility remains high.

Wages and benefits (total compensation) for service and trades employees, safety officers and faculty are agreed to through collective bargaining with the Unions that represent them. The University reviews and analyses market data in preparation for contract negotiations.

(source:)

http://www.livingwage.geog.psu.edu/

)

In a 2013 peer group survey of benefits, Bryant's results were the same or better than 14 of the peer institutions surveyed in 11 out of 12 categories.

The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2,013

The website URL where information about the institution’s compensation policies and practices is available:

http://www.bryant.edu/wps/wcm/connect/Bryant/Divisions/Presidents/Human%20Resources/Compensation%20and%20Performance%20Management
Employee Satisfaction Evaluation

Responsible Party

Linda Lulli
Associate Vice President for Human Resources
Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

A brief description of the institution’s methodology for evaluating employee satisfaction:

An Organizational Assessment Survey is conducted every two years. The goal of the survey is to obtain faculty and staff perspectives on the organizational environment and work experience. The survey instrument includes four sections: decision making; communication; diversity and organizational effectiveness.

The survey was last administered in 2012, and will be administered again in 2014.

How it is used: The survey results are aggregated with University-wide data cuts, as well as Divisional data cuts. The results are used to identify how much progress the institution has made on the issues identified in the last organizational survey, as well as identify areas of focus for the future.

The year the employee satisfaction evaluation was last administered:

2012

The website URL where information about the institution’s employee satisfaction evaluation process is available:

---
Staff Professional Development in Sustainability

---

**Criteria**

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

---

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

**Does the institution make training and professional development opportunities in sustainability available to all staff?:**

Yes

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

Bryant University is committed to protecting the health and safety of all members of the university community and our environment. The Bryant policy is to:

- Provide facilities and operations that are safe and healthful;
- Strive to prevent all occupational injuries and illnesses by emphasizing safety management, education and training, and safe work practices;
- Comply with all applicable health, safety and environmental laws and regulations;
- Minimize waste and reuse/recycle material when it is economically and environmentally appropriate;
- Ensure that health, safety and environmental protection is a principle consideration in the design, construction, and renovation of all buildings and facilities;
- Be open and communicate broadly our health, safety, and environmental activities and performance.

**The website URL where information about staff training opportunities in sustainability are available:**
http://www.bryant.edu/news-articles/2012/01/10/staying-sustainable-with-smart-buildings/
Sustainability in New Employee Orientation

Responsible Party

Linda Lulli
Associate Vice President for Human Resources
Human Resources

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:

Yes

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

Bryant University provides an overview of the institution’s sustainability initiatives in New Hire Orientation. The overview is part of a PowerPoint presentation that is distributed to the attendees.

The website URL for the information about sustainability in new employee orientation:

---
Employee Sustainability Educators Program

**Responsible Party**

*Sierra Flanigan*
Campus Sustainability Coordinator
EcoMotion

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

Responsible Party

Linda Lulli
Associate Vice President for Human Resources
Human Resources

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

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 students, faculty, and staff?:
Yes

A brief description of the child care program, policy, or practice:

Bryant University has a number of initiatives that assist employees with their childcare needs.

Bryant offers as a benefit to its employees the availability to participate in Dependant Care Reimbursement Accounts.

Bryant University offers a variety of summer camps that are open to the children of the Bryant community. The University also hosts a Summer Camp and Enrichment Fair in the spring of each year so that staff can evaluate a wide variety of summer programs in the area.

The University offers a Summertime Flextime Program as a benefit to staff during the summer months.

In addition employees can seek assistance with childcare issues through the University’s Employee Assistance Program which is available to all faculty and staff through the services of the RIEAS. The website for RIEAS is

http://www.rieashelp.com/

The website URL where information about the program, policy, or practice is available:
---
Employee Wellness Program

Responsible Party

Linda Lulli
Associate Vice President for Human Resources
Human Resources

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:  
Yes

A brief description of the employee wellness program, policy, or practice:

The University sponsors an extensive wellness program. The initiative was started in 2005, when the Bryant Wellness Staff and Faculty Committee was established and the following mission statement was created:

Wellness Mission Statement:
“In keeping with the Bryant tradition of preparing individuals for their personal best in business and in life, the Wellness Program seeks to enhance the person as a whole; physically, emotionally, socially, intellectually, and spiritually.”

Wellness programs are offered through partnerships with our health insurance provider, Blue Cross/Blue Shield of RI and include fitness and educational classes, and healthy eating initiatives.

The University provides an Employee Assistance Program to all faculty and staff through the services of Coastline EAP.

www.coastlineeap.com

The Elizabeth and Malcolm Chace Wellness and Athletic Center is an important part of the Bryant University campus providing all members of the Bryant community with a wide range of fitness/sports participation choices.

The website URL where information about the program, policy, or practice is available:

---
Socially Responsible Retirement Plan

Responsible Party

Linda Lulli
Associate Vice President for Human Resources
Human Resources

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

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

A brief description of the socially responsible investment option for retirement plans:

Employees have the option to participate in tax deferred savings plans through Fidelity and FIAA-CREF both of these organizations offer socially responsible investment options.

http://www.tiaa-cref.org/public/about/how-we-invest/sri/index.html

https://www.fidelity.com/

The website URL where information about the program, policy, or practice is available:

---
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>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
</tr>
<tr>
<td>Shareholder Advocacy</td>
</tr>
<tr>
<td>Positive Sustainability Investments</td>
</tr>
<tr>
<td>Student-Managed Sustainable Investment Fund</td>
</tr>
<tr>
<td>Sustainable Investment Policy</td>
</tr>
<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

Responsible Party

Farokh Bhada
Assoc VP and Controller
Controller's Office

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees 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.
Shareholder Advocacy

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

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

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

Responsible Party

Farokh Bhada
Assoc VP and Controller
Controller's Office

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

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

Total value of the investment pool:
158,340,000 US/Canadian $

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry:
950,000 US/Canadian $

Value of holdings in businesses selected for exemplary sustainability performances:
0 US/Canadian $

Value of holdings in sustainability investment funds, such as a renewable energy investment fund:
0 US/Canadian $

Value of holdings in community development financial institutions (CDFIs):
0 US/Canadian $

Value of holdings in socially responsible mutual funds with positive screens:
5,237,000 US/Canadian $

A brief description of the companies, funds, and/or institutions referenced above:

The University has investments in certain Venture Capital and Natural Resources Fund of Funds which have underlying investments in renewable energy companies and in companies which follow sustainable forestry practices.

In addition, one of Bryant's current managers with whom the university has $5.2m invested is now integrating environmental, social, and corporate governance (ESG) factors into the investment and risk-management process.

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

---
Student-Managed Sustainable Investment Fund

Responsible Party

Farokh Bhada
Assoc VP and Controller
Controller's Office

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

Responsible Party

Farokh Bhada
Assoc VP and Controller
Controller's Office

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

Responsible Party

Farokh Bhada
Assoc VP and Controller
Controller's Office

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

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Sustainability Partnerships</td>
</tr>
<tr>
<td>Inter-Campus Collaboration on Sustainability</td>
</tr>
<tr>
<td>Sustainability in Continuing Education</td>
</tr>
<tr>
<td>Community Service Participation</td>
</tr>
<tr>
<td>Community Service Hours</td>
</tr>
<tr>
<td>Sustainability Policy Advocacy</td>
</tr>
<tr>
<td>Trademark Licensing</td>
</tr>
<tr>
<td>Graduation Pledge</td>
</tr>
<tr>
<td>Community Service on Transcripts</td>
</tr>
<tr>
<td>Farmers’ Market</td>
</tr>
</tbody>
</table>
Community Sustainability Partnerships

Responsible Party

Gaytha Langlois
Chair, Science & Technology Department
Science & Technology Department

Criteria

Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community.

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution’s sustainability partnerships with the local community:

Sponsored by the state of Rhode Island, Bryant partnered with BRITE Energy Solutions to establish the BRITE Team, which includes approximately 30 members from the local community. Representatives include members from the manufacturing and business community to Higher Education and K-12 schools in Rhode Island, all of whom share an interest in reducing energy costs and making their buildings more efficient. The BRITE team interviewed partners and explored energy efficiency best practices from around the world to produce a set of practical recommendations that could be adopted in Rhode Island to achieve the energy efficiency goals set by the state.

This type of involvement follows a long tradition at Bryant for connection with surrounding communities to address sustainable practices. Bryant University regularly places student interns with Rhode Island NGOs such as Save the Bay, Apeiron Institute, Audubon Society of Rhode Island, the Nature Conservancy, and Blackstone River Valley National Heritage Corridor, and with governmental agencies within the state (e.g., Department of Environmental Management – RIDEM). For example, Conor Makepeace is presently working with ASRI on an extended project of many months. A past student, Brendan Sweeney, who pursued a project with RIDEM went on to obtain a Master’s degree in sustainability and presently heads up a fisheries program in the mid-Atlantic region. Another student, Katilyn Goldsmith worked with the Nature Conservancy, and went on to carry out an Honors project focused on policies for preserving woodlands in Rhode Island, and she is now completing a Master’s degree in environmental policy studies. These are only a few examples of this type of partnership. Faculty members and staff from Bryant have served on Town Councils, Conservation Commissions, Planning Boards, Zoning Boards, School Committees, and in the State Legislature; many of these appointments (or elections) have fostered the development of sustainable practices, protection of open space, pollution avoidance, drainage management, or applications of renewable energy, and have involved the towns of South Kingstown, Warwick, Foster, and East Greenwich, to name a few. In addition, faculty members have also served on the Executive Boards of ASRI, Blackstone River Valley National Heritage Corridor, and the Wood-Pawcatuck River Watershed Commission.

http://www.blackstonevalleycorridor.org/explore/bikeway/
https://www.savebay.org/

http://www.asri.org/

The website URL where information about sustainability partnerships is available:
---
Inter-Campus Collaboration on Sustainability

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

Criteria

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

"---" 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:

Bryant's Chafee Center has partnered with the Rhode Island community of higher education and other groups around the state in the BRITE Team. The BRITE Team is made up of more than 30 members and works to develop and recommend a set of best practices in energy efficiency (inspired from around the world) to the state on how Rhode Island can achieve their set energy efficiency goals.

In addition, Bryant's Chafee Center conducts various training programs and public forums around the state of Rhode Island to educate people on techniques on energy efficiency and the practical application of developing and utilizing alternative energy sources.

The NSF-EPSCoR team at Bryant University has presented results of their research efforts at EPSCoR conferences, including the SURF (Summer Undergraduate Research Fellowships) conference in August 2011 and July 2012.

http://stac.ri.gov/news/2012/08/01/fifth-annual-conference-celebrates-summer-undergraduate-research-fellows-
arch-fellows-surf/

Student researchers have also presented their work at regional conferences in New England (2011), and at national conferences, e.g., Geological Society of America Annual Meeting (2010). Student researchers have also published their findings in scientific journals, such as Palaios, a paleobiology journal (studies of fossil conifers that help us to untangle present day climate change implications). Faculty have presented their work on oil pollution and on climate change studies in numerous scientific journals, and at national and international scientific conferences.

The Center for Sustainable Business Practices has sponsored several workshops with participants from other Rhode Island colleges and universities.
universities to share our collective expertise on energy efficiency and water pollution mitigation. The NSF-EPSCoR team at Bryant University has presented results of their research efforts at EPSCoR conferences, including the SURF (Summer Undergraduate Research Fellowships) conference in August 2011 and July 2012.

http://stac.ri.gov/news/2012/08/01/fifth-annual-conference-celebrates-summer-undergraduate-rese
arch-fellows-surf/

Student researchers have also presented their work at regional conferences in New England (2011), and at national conferences, e.g., Geological Society of America Annual Meeting (2010). Student researchers have also published their findings in scientific journals, such as Palaios, a paleobiology journal (studies of fossil conifers that help us to untangle present day climate change implications). Faculty have presented their work on oil pollution and on climate change studies in numerous scientific journals, and at national and international scientific conferences.

The Center for Sustainable Business Practices has sponsored several workshops with participants from other Rhode Island colleges and universities to share our collective expertise on energy efficiency and water pollution mitigation.

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member:

AASHE
The BRITE Team
Recyclemania
The Green Report Card
Rhode Island Green Building Council’s consortium
Audubon Society of Rhode Island
Wood-Pawtucket Watershed Association
Blackstone River Watershed group
The Center for Sustainable Business Practices
Emerging Green Leaders

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

The BRITE Team analyzed 53 high schools in the Rhode Island community to explore their capability for usage of alternative energy sources on campus- from solar and wind, to other alternatives like bio-mass and biothermal- to improve their energy efficiency opportunities.

Bryant’s NSF-EPSCoR grant for studying climate change effects on Narragansett Bay entails researchers from the University of Rhode Island, Brown University, Roger Williams University, Rhode Island College, Providence College, Rhode Island School of Design, Salve Regina University, and the Community College of Rhode Island. By collaborating in this fashion, a more comprehensive view of the breadth of impacts can be envisioned. Bryant’s research team (Dan McNally, Julia Crowley-Parmentier, and Gaytha Langlois, along with several undergraduate researchers) is focused on the effects of chronic oil pollution along the Bay’s shores, including the rate of
degradation of toxic compounds, along with assessment of the effects of ocean temperature rise and increased acidification.

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

---
Sustainability in Continuing Education

Responsible Party

Annette Cerilli
Director
The Executive Development Center

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:
Yes

Number of sustainability continuing education courses offered:
5

Total number of continuing education courses offered:
52

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:
Yes

A brief description of the certificate program:

The Executive Development Center's "Transforming Healthcare" certificate concentrates on a blend of Lean Six Sigma/ Reengineering Healthcare and Project Management

The Lean Certificate covers lean practices for multi-industry applications including Healthcare. Lean Certificate course contents model and follow what was achieved at Turner Medical.
The Lean Certificate course contents completely cover and focus to reducing practices and tools that waste resources.....all resources, i.e., human, equipment, materials, money, time, facilities, etc

Certificates involving sustainability include:

Lean Practices Certificate
Six Sigma Green or Black Belt Certificate
Project Management Certificate
Business Process & Quality Improvement Certificate
Lean Supply Chain Management Certificate

**Year the certificate program was created:**

2,009

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

http://edc.bryant.edu/
Community Service Participation

Responsible Party

Judy Kawamoto
Assoc Dean/Dir Stu Inv
Center for Student Involvement

Criteria

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

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

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

The number of students engaged in community service:

336

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

3,487

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

---
Community Service Hours

Responsible Party

Judy Kawamoto
Assoc Dean/Dir Stu Inv
Center for Student Involvement

Criteria

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

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

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

The number of student community service hours contributed during a one-year period:
6,084

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
3,487

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

Criteria

Institution advocates for federal, state, 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 was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Trademark Licensing

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation 1</td>
</tr>
<tr>
<td>Innovation 2</td>
</tr>
<tr>
<td>Innovation 3</td>
</tr>
<tr>
<td>Innovation 4</td>
</tr>
</tbody>
</table>
### Innovation 1

**Responsible Party**

**Sierra Flanigan**  
Campus Sustainability Coordinator  
EcoMotion

---

**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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

---

**A brief description of the innovative policy, practice, program, or outcome:**

The mission of the Women's Summit at Bryant University is to inspire, empower and educate women so that they can excel and advance professionally. At the same time we hope to motivate them to provide leadership in their company, their community, the nation and the world.

The Women’s Summit Committee will present an exciting day of educational enrichment to approximately 1,000 women and men who are eager to acquire knowledge, skills, and inspiration from nationally known keynote speakers and session presenters. As this conference
has grown exponentially over the years, we have incorporated current trends in leadership, education, business and entrepreneurship, communication, health and wellness, and financial topics to support our attendees’ professional and personal aspirations. To quote our 2013 luncheon keynote speaker Arianna Huffington, “You have to do what you dream of doing even while you’re afraid.” The day includes three nationally known keynote speakers, a power plenary speaker, and a selection of 20 workshop sessions led by experts in their fields.

A letter of affirmation from an individual with relevant expertise:
TheWomensSummitKatiMachtleysLetter.pdf

The website URL where information about the innovation is available:
http://wsummit.bryant.edu/
Innovation 2

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome:

Each summer Bryant University partners with the China University of Geosciences (CUG) in Wuhan to execute an intensive and immersive cultural and scientific tour of the Western United States. The primary function of this travel trip revolves around creating opportunities for geology students to study the geological, climatic and environmental formations of one of the most interesting outdoors areas in the world. The group this year included 22 total participants, half from Bryant University and half from CUG, beginning on July 29 and concluding on August 8th.
This past year (2013) students spent time in Yellowstone national park examining rock formations, geysers and wildlife. Following this the group drove up the University of Montana in Missoula, MT for a customized tour of their extensive lab and fossil collection. The next stop was Clarkia, ID and primarily science-research based. At the Clarkia Fossil Site each student was tasked with digging plant fossils with a particular focus on identifying metasequoia leaves to support environmental science research at Bryant University. Finally, the group drove to Portland, OR to see and learn about the Lan Su Garden. The Lan Su Garden is a replica of an infamous garden in Suzhou, China, and is home to a wide variety of unique plant life. This cultural and environmental studies trip across the U.S. included driving approximately 1300 miles

Metasequoia fossils that were found were ultimately brought back to Bryant for analysis. As metasequoia have not evolved substantially over time, they serve as a strong scale for assessing the normalcy of temperature change over time. The outcome of this trip scientifically, in addition to the excellent international and scientific experience, is improving upon the knowledge of climate change and ultimately publishing results from these excursions.

A letter of affirmation from an individual with relevant expertise:
Innovation Credit Letter.pdf

The website URL where information about the innovation is available:
---
Innovation 3

Responsible Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome:

The John H. Chafee Center for International Business provides comprehensive international trade services for businesses to expand into international markets. As a one of a kind organization on Bryant's campus, this free standing entity contributes a great deal to Bryant's culture, reach, and Rhode Island's economic sustainability.

Bryant's Chafee Center has been active in the local community to promote sustainability in the areas of energy efficiency, alternatives, business development, education, and curriculum. In one case, the Chafee Center analyzed 53 high schools in RI to explore their
capabilities for using alternative energy sources from solar and wind, to other alternatives like bio-mass and biothermal to improve their energy efficiency opportunities.

The Chafee Center has conducted various training programs and public forums around the state to educate people on techniques in energy efficiency and the practical application of developing and utilizing alternative energy sources.

A letter of affirmation from an individual with relevant expertise:
ChafeeCenterInnovationCredit_2.pdf

The website URL where information about the innovation is available:
http://www.bryant.edu/about/centers-and-institutes/john-h-chafee-center-for-international-business/
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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

### Credit

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation</td>
</tr>
<tr>
<td>Food Education</td>
</tr>
<tr>
<td>Food and Beverage Purchases</td>
</tr>
<tr>
<td>Confinement-Free Food Purchases</td>
</tr>
<tr>
<td>Vegetarian-Fed Food Purchases</td>
</tr>
<tr>
<td>Hormone-Free Food Purchases</td>
</tr>
<tr>
<td>Seafood Purchases</td>
</tr>
<tr>
<td>Dishware</td>
</tr>
<tr>
<td>Energy Initiatives</td>
</tr>
<tr>
<td>Energy Use by Type</td>
</tr>
<tr>
<td>Procurement</td>
</tr>
<tr>
<td>Bike Sharing</td>
</tr>
<tr>
<td>Water Initiatives</td>
</tr>
<tr>
<td>Endowment</td>
</tr>
<tr>
<td>Sustainability Staffing</td>
</tr>
</tbody>
</table>
New Student Orientation

Responsibility Party

Sierra Flanigan
Campus Sustainability Coordinator
EcoMotion

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

**Criteria**

Institution provides education about eco-positive food and gardening techniques.

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

Criteria

Institution provides details of its food and beverage purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Criteria

Institution provides details of the dishware it provides at its dining services locations.

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

Criteria

Institution provides details about its energy initiatives.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Energy Use by Type

Criteria

Institution reports its energy use by type.

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

Criteria

Institution provides details about its procurement efforts.

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

**Criteria**

Institution reports the number of bicycles available through bike sharing programs.

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

Criteria

Institution provides details about its water initiatives.

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

Criteria

Institution provides details about its endowment.

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

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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