

Babson College

The following information was submitted through the [Campus Sustainability Data Collector](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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

Education & Research

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.

Credit
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

Student Sustainability Educators Program

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

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 :

3445

Program name (1st program) :

Eco-Reps

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

1898

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

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

Examples of the peer-to-peer outreach include:

- Zero Waste Challenge - Eco Reps get members of their community to sign up to take the challenge of carrying all their was around in a [Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Ziplock bag for an entire week.

- Babson Unplugged - Eco Reps help spread the word on how to properly unplug and power down before winter break.
- RecycleMania - Eco Reps create videos and provide face to face education about what is recyclable on campus.

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

Students interested in an Eco Rep position are asked to send cover letters and resumes to the program coordinator of the Sustainability Office. These students are then asked in for 20 minute interviews. 12 Eco Reps and 2 Eco Reps Coordinators are chosen from the pool of applicants and are e-mailed their acceptance letters.

Selection criteria?

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

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

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

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

The Program Manager is responsible for coordinating all of the sustainability efforts on campus. The hiring and training of Eco-Reps are also managed by this staff member. At Babson, Eco-Reps is a paid position. Each Eco-Rep is expected to work four hours per week and each Eco-Rep Coordinator is expected to work 5 hours per week. All together the Eco-Reps team works 58 hours per week on projects that aim to promote sustainability on campus. Eco-Reps are funded through the facilities department at Babson.

The website URL for 1st Program :

<http://babsonsustainability.blogspot.com/>

Program name (2nd program) :

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

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

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

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

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

The website URL for 2nd program :

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

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

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
-

Submission Note:

RecycleMania results:

In 2009, Babson was 60th in the nation out of 204 school in corrugated cardboard recycling per person, and 53rd out of 210 schools in Bottles and Cans.

In 2010, Babson ranked among the top ten in Massachusetts in the Competitive Division in three targeted recycling categories:

- * Paper, ranked 8 by recycling 5.6 lbs. of paper per person
- * Corrugated cardboard, ranked 5 = 9.65 lbs. /person
- * Bottles and cans, ranked 4 = 5.39lbs. /person

"---" 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) :

1) Dark Dorm Competition, 2) RecycleMania, 3) Zero Waste Challenge

A brief description of the campaign(s) :

1) Dark Dorm Competition run by Facilities held since 2006 for students in residence halls over the course of 4 months. Incentives are monthly food events and 4K at end of year for residence hall with best performance.

2) Competed in the national RecycleMania challenge in the Grand Champion, Per Capita Classic, Gorilla Prize, Paper, Cardboard, and Bottles & Cans divisions. Student Eco-Reps helped to promote the challenge.

3) This Challenge started fall 2010 to make students and staff aware of their waste stream. For one week, participants had to carry around any trash they generated for a week that was not recycled or composted. Over 200 students and staff participated. It was run by the Office of Sustainability, student Eco-Reps, and Green Tower.

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

1) The program saved \$20,000 in its first four months and helped decrease our energy use by 6% in the first year. Energy usage on campus has been reduced over the last two years by 17%. The goal is to implement changes in resident behavior and awareness that not only lowers consumption and the carbon footprint while the students are here, but also provides a lasting awareness that students carry with them after they have left Babson.

2) From 2011 to 2012, Babson raised its weekly recycling rate by an average 10% over the course of the 10 week RecycleMania challenge. The total weight of recycled materials increased by over 2,000 pounds. The per capita rates overall, for cardboard, and for bottles & cans also showed increases.

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

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

<http://www.babson.edu/sustainability>

Sustainability in New Student Orientation

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

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.

"---" 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 :

Babson takes a multi-pronged approach to educating incoming students about the College's sustainability initiatives. During the four day orientation, the all-class meetings are kicked off with a "Did you know?" presentation that includes a segment on Babson's effort to reduce its carbon footprint, including ways for students to get involved such as RecycleMania and the Zero Waste Challenge Competition. To reinforce the message, the Resident Advisors take a class on campus sustainability and reiterate campus sustainability policies during floor meetings in all 16 undergraduate residence halls. Additionally, members of the administration staff an information table in the orientation venue that new students and parents visit. The Sustainability Office also got a 15 minute slot to the entire first year class during orientation to talk about what the office is doing on campus and how students can get involved.

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

Sustainability Outreach and Publications

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

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 :

Babson Launched its new website in the fall of 2011. The Babson Sustainability now has its own home at

www.babson.edu/sustainability

. This new page includes a broad offering of all activities on campus - including an active calendar and twitter feed from our active student groups. We also have a number of sites touting sustainable initiatives including:

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

<http://babsonsustainability.com/>

<http://www.babsongreentower.org>

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

<http://www.babson.edu/sustainability>

Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

Babson has an informational e-newsletter called Sustainability at Babson that is sent out to the campus community. It details operational efforts with regard to energy and offers tips to faculty, staff, and students for energy conservation.

The website URL for the sustainability newsletter :

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

No

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

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

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

Yes

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

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

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

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 :

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

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

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

Yes

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

In appropriate areas Babson has signs that read:

Less Mowing Equals Less Emissions

Babson is reducing its carbon footprint by turning underutilized lawns back into natural landscape.

Planting Trees - Creating Habitat - Sustainability at Babson

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed :

Does the institution have a sustainability walking map or tour? :

No

A brief description of the sustainability walking map or tour :

in development

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? :

No

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

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

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 :

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

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

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)? :

No

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

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

Does the institution produce another sustainability publication or outreach material not covered above? (1st 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? (2nd 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? (3rd 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? (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) :

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 :

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

"---" 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 :

The Green Tower is a special interest housing community for undergraduate students designed to promote sustainability and foster social entrepreneurship on the Babson College campus. Specifically, the Green Tower has begun initiatives such as converting Babson to all Fair Trade Coffee and creating a Bicycle Coop Program, as well as organized events such as the Green Rocket Pitch. Because many of its members live under one roof, the organization is a truly unique community and has become an incubator for progressive initiatives on the Babson campus. The organization's mission is to reduce the environmental impact of the Babson community as well as bring the idea of sustainability into the consciousness of future business leaders.

The Babson Energy and Environmental Club (BEEC) (

<http://babsonenergy.com>

) is comprised of Babson College's graduate students. A carbon neutral organization, BEEC purchases carbon offsets to counterbalance the carbon dioxide emissions resulting from our events and activities. The club's purchase for the 2007-08 academic year offset approximately 1% of all carbon emissions generated from energy consumption and heating applications at the F.W. Olin Graduate School of Business. BEEC's Green-e certified offsets have been purchased through

Carbonfund.org

, a non-profit organization that supports renewable energy, reforestation and energy efficiency projects worldwide to reduce carbon emissions and the threat of climate change.

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

Green Tower Activities:

- Film, edit and produce EnVIRALmental videos - funny youtube videos that educates Babson Students how to live green on campus -

<http://www.youtube.com/user/enviralmentalvideos?feature=watch>

- Hosting another year of Green Rocket Pitch
- Putting together earth month events such as Tree Planting and Sol Fest

Babson Energy and Environmental Club

- Hosted the 6th annual Babson Energy and Environmental Conference.

Net Impact

- Providing basic energy audit skills to students on campus.

List other student groups that address sustainability :

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

<http://www.babson.edu/about-babson/sustainability/green-campus/Pages/student-involvement.aspx>

Organic Garden

Responsible Party

Dallase Scott

Sustainability Program Manager

Facilities Mgt & Planning

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

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience? :

Yes

A brief description of the garden :

Faculty, staff, and students run organic five 4'x8' raised garden beds where herbs, vegetables, and fruits are grown. It is located in between the Reynolds and Hollister buildings. Requests have been approved for additional beds.

The website URL where information about the garden is available :

Model Room in a Residence Hall

Responsible Party

Dallase Scott

Sustainability Program Manager

Facilities Mgt & Planning

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

Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles? :

No

A brief description of the model room :

This model green room will be hosted by Green Tower - a special interest housing tower dedicated to a sustainable way of doing life and business.

The room will have signs explaining the best ways to be green in your dorm as well as items that encourage sustainable behaviors such as a smart power strip, brita filter, organic sheets, shut off reminders and more.

The website URL where information about the model room in the residence hall is available :

Themed Housing

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

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

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply? :

Yes

A brief description of the themed housing, including name(s) and descriptions of theme(s) :

A special interest living group that occupies space in one of our residence halls.

Number of students involved: 21 Residents, 25 additional non-resident members

Additional details:

The Green Tower is a special interest housing community designed to promote sustainability and foster social entrepreneurship on the Babson College campus. Specifically, the Green Tower has promoted initiatives such as converting Babson to all Fair Trade Coffee and creating a Bicycle Coop Program and producing organized events such as the Green Rocket Pitch. The Green Tower has become an incubator for progressive initiatives on the Babson campus.

The website URL where information about the themed housing is available :

<http://www.babson.edu/undergraduate/student-life/residence-life/living-learning/Pages/default.aspx>

The total number of residents in themed housing. :

20

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills? :

Yes

A brief description of the enterprise :

Every first year student is part of a business as part of the Foundations of Management and Entrepreneurship (FME). Students present business ideas at the start of the year during the annual Rocket Pitch and the top ideas get turned into businesses. Throughout this process students are taught about corporate responsibility, life cycle analysis of a product, and the management team attends a presentation by the Sustainability Office.

The website URL where information about the sustainable enterprise is available :

<http://www.babson.edu/undergraduate/academics/curriculum/fme/Pages/default.aspx>

Sustainability Events

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

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

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) :

Babson second annual Sustainability Fair was held at the start of fall semester 2011 and attracted more than 300 students as well as over 100 faculty, staff, administrators, and community members. The zero-waste Fair showcased sustainability efforts at Babson and beyond, and featured student groups, sustainable alumni businesses, and sustainable food.

The annual Babson Energy Conference/Entrepreneurial Expo provides a forum for leading professionals and companies to discuss how clean energy innovation will drive a new era of energy, economics and policy. In 2011, E3 was attended by over 450 professionals and students for a day of learning. In 2012, the theme was Challenging Assumptions, Changing Perceptions.

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

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

<http://babson.imodules.com/s/651/group.aspx?sid=651&gid=115>

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

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

Outdoors Program

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

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

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 Babson Outdoors Association advocates participation in outdoor activities. The association organizes several great outings to go white water rafting, rock climbing, etc. for the entire Babson community.

The website URL where information about the program is available :

<https://life.babson.edu/organization/boa>

Themed Semester or Year

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

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

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? :

No

A brief description of the themed semester, year, or first-year experience :

We do not have this at this time.

The sustainability-related book that was chosen, if applicable :

The website URL where information about the theme is available :

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

Carolyn Hotchkiss
Dean of Faculty
Academic Management

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.

Submission Note:

We plan to make the inventory available online on our new sustainability website, planned to launch in Spring 2011.

"---" 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? :

“The second key theme in Babson’s curriculum for the next generation of students is social, environmental, and economic responsibility and sustainability (SEERS). Current global, social, environmental and economic realities necessitate that responsible educators teach students to consider issues beyond profit creation and shareholder value maximization. Students, as entrepreneurial thinkers, need to develop a more complex understanding of the relationship between social, economic, and environmental value creation and the inherent tensions and potential synergies that exist among the three. They need to understand the interests, rights and/powers of different stakeholders. The question students need to learn to ask is not whether a sustainability solution to a particular challenge is possible, but how to creatively develop, implement, and measure the effects of responsible and sustainable solutions. For reasons related to both conceptual development and historical use of language, we have moved beyond the PPP (people, planet, profit) language to develop the terminology of SEERS.”

“SEERS is more about asking a broader set of questions than it is about naming a discrete set of topics.” The types of issues that would be explored under this theme include, but are not limited to: business ethics; economic sustainability; minimization of waste, pollution, and natural resource use in production processes; ensuring products are disposed of safely; development and diffusion of new technologies; human rights and labor rights; ensuring an organization’s work-force maintains necessary health and skills; responsibilities to the communities in which organizations operate.

SEERS Elements in the Curriculum

“We do not presume to define the topics that each faculty member might address in their respective courses. Instead we will define some core questions or elements that can open up the way we think about the curriculum and can avoid a set of false dichotomies that might crop up if we organized our questions around "social impacts" as opposed to "environmental impacts" as opposed to "economic impacts." That is, we want to avoid a premise that assumes business is somehow set apart from society/community; that workers and consumers are somehow distinct from citizens; that industrial resources are somehow distinct from the environment; that shareholders are distinct from stakeholders; that industrialized countries are independent of developing countries; and that individual countries are independent of the wider world.”

“Purpose. The first core element is purpose. Does this course or discussion explicitly name and critically examine the purpose of the issue, decision, or process under consideration in terms that are broad enough to include social, environmental, and economic impacts?”

“Multiple stakeholders. Through the theme of “Self and Contextual Awareness” students gain a deeper understanding of multiple perspectives and can begin to consider the perspectives of, the impacts on, and the rights and responsibilities of multiple stakeholders with regard to the topic under consideration.” Is the course also examining how some stakeholders have more responsibility, rights, and/or power than others, and how effects are felt far outside the walls of companies? For example, multiple perspectives might encourage students to examine how the U.N. Global Compact’s provision on labor rights might look different from the perspective of a multinational corporation, a family-run business, a labor union, or a state.

“Metrics. The third core element of SEERS is metrics. Metrics considers whether a course or discussion explicitly names and critically examines what is being measured and what is not being measured in the performance metrics applied to the activity under consideration. Do the metrics examine performance across different time frames – long term as well as short term? Do they seek to measure externalities?”

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.

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 :

An inventory for undergraduate courses was initially created by the Babson Energy and Environment Club in 2008-2009. An inventory for graduate courses was compiled for the Beyond Grey Pinstripes survey 2009. The current inventory was compiled in late 2010 using the previous inventories as a base, then a thorough search through the Registrar's course inventory, and by surveying all Division Chairs at Babson in conjunction with the Lewis Institute for the Beyond Grey Pinstripes survey 2011.

Courses were only counted once over the course of the past three academic years (from Fall 2008 to Spring 2011).

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

Yes

The website URL where the sustainability course inventory is posted :

<http://www.babson.edu/about-babson/sustainability/Pages/curriculum-research.aspx>

Sustainability-Focused Courses

Responsible Party

Carolyn Hotchkiss

Dean of Faculty
Academic Management

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 :

35

The total number of courses offered :

968

Number of years covered by the data :

Two

A list of sustainability-focused courses offered :

UNDERGRADUATE

AHF1300 Nature, Culture, Progress

AMS3605 Water in America

ANT3615 Anthropology of Food

CVA2457 Imagining Sustainability

CVA2454 Introduction to Consumer Society

CXD3662 Biodiversity, Conservation Law and Ecotourism in Costa Rica

ECN3642 Arctic Economics: Environment and Seasonality

ECN3675 Environmental Econ-Policy and Analysis

EPS4515 Affordable Design and Entrepreneurship

EPS4523 Environmental and Sustainable Entrepreneurship

FIN3535 Financing and Valuing Sustainability

HIS3608 Social Responsibility in Malaysia

HSS2410 Contemporary Environmental Issues (POL)

LAW3616 The Role of Animals in Technology, Law and Society

LIT3663 Limit Cases: International Literature, Film, and Economic Human Rights

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

LVA2430 Place and Landscape in American Lit
LVA2466 American Romanticism, Realism, and Nature
MDS3615 Media, Culture, and the Environment
MOB3522 Business and the Environment
MOB3527 Solving Big Problems
PHL3609 Technology, Nature, and Values
SCN1330 Oceanography
SCN1340 Biodiversity and the Environment
SCN2410 Environmental Technology
SCN3610 Meteorology
SCN3620 Natural Disasters
SCN3630 Economic Botany
SCN3697 Climate Change, Business and Society

MBA

EPS7511 Sustainable Entrepreneurship Inspired by Nature
EPS7513 Options for Creating Social and Economic Value
EPS7566 Sustainable Entrepreneurship - The Norwegian Experience
EPS9502 Environmental Entrepreneurship
FIN7517 Financing and Valuing Sustainability
MBA9506 Corporate Social Responsibility
MKT7545 Green Marketing

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

<http://www.babson.edu/about-babson/sustainability/curriculum/Pages/default.aspx>

A copy of the sustainability course inventory :

[Babson Sustainability Course Inventory April 2012.docx](#)

Sustainability-Related Courses

Responsible Party

Carolyn Hotchkiss

Dean of Faculty
Academic Management

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 :

35

The total number of courses offered :

968

Number of years covered by the data :

Two

A list of sustainability-related courses offered :

UNDERGRADUATE

ART1172 Introduction to Sculpture (Nature-Based)

ECN3645 Business & Econ Policy in Devel Country

ECN3662 Political Economy of Latin American Development and Underdevelopment

ECN3670 Role of Government in a Market Economy

ECN3677 Regional Economies: Prospects and Tensions in Latin America's Southern Cone

EPS1210 The Ultimate Entrepreneurial Challenge

EPS3561 Culture, Society and Entrepreneurship in Developing Economies: Ghana

EPS4525 Living the Social Entrepreneurship Experience

EPS4527 Social Entrepreneurship by Design

GDR3610 Women's Studies

HIS3606 History and Culture of American Business

HIS3610 Moral Leadership in Countries and Companies

HIS3670 History of Capitalism

HSF1300 Crises in Community and Citizenship

LAW3601 Public International Law

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

LAW3675 Innovation Law: A Critical Analysis
LIT3682 Interdisciplinary Approaches to Human Rights
MOB3581 Issues in Leadership and Ethics
MOB3582 Global Management Communications
OEM2311 Managerial Accounting
PHL3615 Philosophical Problems of Economic Justice
SCN2430 Electronic Technology
SCN3615 Ecology of Animal Behavior

MBA

EPS7532 The Principle of Objectivity
EPS7547 Women's Entrepreneurship & Leadership
EPS7550 Social Entrepreneurship
EPS9525 21st Century Entrepreneur
EPS9535 Creative Destruction and Technology: Bringing New Ideas to Market
EPS9555 Public Policy and Entrepreneurship
MBA7310 Creative Management in Dynamic Organizations
MBA7330 Designing and Managing the Delivery System
MOB7120 Negotiations
MOB7527 Tanzania: Business and Poverty in Sub-Saharan Africa
MOB9525 Strategies for Innovation and Growth
MOB9545 Leading & Managing Change

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted :

<http://www.babson.edu/about-babson/sustainability/curriculum/Pages/default.aspx>

A copy of the sustainability course inventory :

[Babson Sustainability Course Inventory April 2012.docx](#)

Sustainability Courses by Department

Responsible Party

Carolyn Hotchkiss
Dean of Faculty
Academic Management

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 :

10

The total number of departments that offer courses :

10

A list of departments that offer sustainability courses :

- * Accounting/Law
- * Arts and Humanities
- * Economics
- * Entrepreneurship
- * Finance
- * History and Society
- * Technology, Operations and Information Management
- * Management
- * Marketing
- * Math/Science

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

<http://www.babson.edu/about-babson/sustainability/curriculum/Pages/default.aspx>

A copy of the sustainability course inventory :

[Babson Sustainability Course Inventory April 2012.docx](#)

Sustainability Learning Outcomes

Responsible Party

Carolyn Hotchkiss
Dean of Faculty
Academic Management

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.

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

Undergraduate Program in Sustainability

Responsible Party

Carolyn Hotchkiss

Dean of Faculty

Academic Management

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) :

Sustainability Certificate Program

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

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

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

Carolyn Hotchkiss
Dean of Faculty
Academic Management

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.

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

Institution offers fewer than 25 distinct graduate programs.

Sustainability Immersive Experience

Responsible Party

Carolyn Hotchkiss

Dean of Faculty

Academic Management

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(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 :

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

Sustainability Immersive Experiences offered in 2011 and 2012:

- Social Responsibility in Malaysia led by Professor Hoopes
- Sustainable Entrepreneurship - The Norwegian Experience led by Professor George

The following programs are less focused on sustainability, but still use it as a theme:

- Culture, Society and Entrepreneurship in Developing Economies: Ghana led by Dean Hanno and Professor Deets

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

Sustainability Literacy Assessment

Responsible Party

Carolyn Hotchkiss

Dean of Faculty
Academic Management

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.

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

Incentives for Developing Sustainability Courses

Responsible Party

Carolyn Hotchkiss
Dean of Faculty
Academic Management

Criteria

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

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

Research

This subcategory seeks to recognize institutions that are conducting research 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
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

Sustainability Research Identification

Responsible Party

Carolyn Hotchkiss

Dean of Faculty
Academic Management

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.

Submission Note:

We plan to make an updated and expanded inventory available online on our new sustainability website, planned to launch in Spring 2011.

"---" 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 :

Research having connection to UN PRME Principles; Social, Environmental, and Economic Responsibility and Sustainability (SEERS) which is an expanded concept of Triple Bottom Line that was developed and defined by Babson faculty; or the Aspen Institute's Beyond Grey Pinstripes.

Types of research included: Published articles, presentations, case studies, book chapters, edited books, and book reviews. Also forthcoming articles, case studies, edited books, and books.

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

Yes

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

In 2011 research on sustainability on campus has increased. Some faculty are investing more of their time in scholarly activities and classroom material.

In general, sustainability research on campus can be categorized as "focused on" and "related to" sustainability groups. The focused research group is developing research and scholarly activities as a major part of their research portfolio, whereas the "related" group may invest some part of their time to research and scholarly activity on sustainability.

Babson compiled a list of published and forthcoming research by faculty for the period January 2009-May 2010 for submission to Principle for Responsible Management Initiative. This was compiled by faculty members and the Provost's office.

In late 2010, a team of staff and students from the Lewis Institute and the Sustainability Office compiled a list of research done from January 2009 onwards from Division Chairs and the Provost's Office specifically for the Beyond Grey Pinstripes survey as well as for STARS.

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

No

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

Faculty Engaged in Sustainability Research

Responsible Party

Carolyn Hotchkiss
Dean of Faculty
Academic Management

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.

Submission Note:

Figure for Total Number of Faculty Engaged in Research is for 2009 and partial 2010 (note: exc. h/t, vst, naq, adm, ntt)

This inventory will be made available on the new Babson website planned to launch in Spring 2011.

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

The number of faculty members engaged in sustainability research :

30

The total number of faculty members engaged in research :

115

Names and department affiliations of faculty engaged in sustainability research :

2011: In our internal survey on sustainability on campus, to the question: "In this section we want to learn about your research on environmental and social sustainability. Are you engaged in sustainability, environmental or social responsibility themed research?" 30 faculty members responded positively out of 92 respondents.

Julie Levinson A&H

Elizabeth Swanson Goldberg AH

Mary Pinard Arts & Humanities

Brian Seitz Arts & Humanities 1

Danielle Krcmar Arts and Humanities 1

Beth Wynstra Arts and Humanities 1

Jan Bell Accounting & LAW 1

Tony Wain Accounting & Law 1

Ross Petty Accounting Law 1

Bradley George Entrepreneurship 1

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

Caroline Daniels Entrepreneurship 1
Mike Caslin Entrepreneurship
Candida Brush EPS
Mary Godwyn HIstory and Society
Stephen Deets History and Society
Xinghua Li History and Society
Gaurab Bhardwaj Management
James Hunt Management
Dwight Gertz Management
Danna Greenberg management
Jean-Pierre Jeannet Marketing/Glavin Center
Vikki Rodgers Math and Science
Chuck Winrich Math/Science
Dennis Mathaisel Math/Science
Marty Anderson TOIM
Kate McKone-Sweet TOIM
Sinan Erzurumlu TOIM

2010:

Allen I.E. Math & Science
Bell J Accounting
Brush C Entrepreneurial
DiCarlo L Entrepreneurial
Erzurumlu Sinan Tech OPs & Info Mgmt
Friedlander Entrepreneurial
Gai Y Economics
Godwyn M History & Society
Goldberg E.S. Arts & Humanities
Greenberg D.N. Management
Harris N Economics
Hotchkiss C Accounting
Jones K Economics
Kelley Donna Entrepreneurial
Lester T Accounting
Marram Ed Entrepreneurial
McKone-Sweet K Tech OPs & Info Mgmt
Neck H Entrepreneurial
Rademacher V Arts & Humanities
Rice M Entrepreneurial
Rodgers V Math & Science
Stoddard D Tech OPs & Info Mgmt
Whitman J Entrepreneurial
Zacharakis A Entrepreneurial

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

<https://stars.aashe.org/tool/submissions/10/43/306/>

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

[Babson Faculty Research April 2012.docx](#)

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

Candida Brush (Entrepreneurship)

Feb. 2002 “Stakeholder Influence Strategies of New Ventures and their Value Outcomes”, with Dr. Radha Chaganti, / Dr. Cengiz Haksever, & Dr. Ronald Cook, Proceedings of the United States Association for Small Business and Entrepreneurship Conference (USASBE), Las Vegas, NV Winner of Best Conceptual Paper Award // Jan. 2009 “The Landscape of Social Entrepreneurship” with Dr. Heidi Neck and Dr. Elaine Allen, *Business / Horizons*, 52:1, 13-19 // Meyskens, M., Brush, C. & Allen, E. (2011) Hybrid Ventures and Human Capital, in Lumpkin, T. (ed) Volume 13, *Advances in Entrepreneurship Research, Firm Emergence and Growth*, Emerald Publishing: UK

Sinan Erzurumlu (TOIM)

S. Sinan Erzurumlu, Nitin Joglekar, and Fehmi Tanrisever. August 2011. “Operational Hedging Strategies to Overcome Financial Constraints for Clean Technology Startups” in *Advanced Analytics for Green and Sustainable Development: Supply Chain Models and Financial Technologies* edited by Z. Luo.

Vikki Rodgers (Math and Science):

Lester, T and VL Rodgers. 2011. Beyond Green: Encouraging students to create a simultaneity of positive SEERS outcomes In: *The New Entrepreneurial Leader: Developing Leaders Who Shape Social and Economic Opportunity* D Greenberg, K McKone-Sweet, HJ Wilson (eds). // Finzi, AC and VL Rodgers. 2009. Bottom-up rather than top-down processes regulate the abundance and activity of nitrogen fixing plants. *Biogeochemistry* 95(2-3): 309-321. // Gallet-Budynek, A, E Brzostek, VL Rodgers, JM Talbot, S Hyzy, and AC Finzi. 2009. Contribution of organic and inorganic N sources to root uptake in two intact temperate forest soils. *Oecologia* 160(1): 129-138. // Dukes, J, J Pontius, D Orwig, G Warren, B Cooke, N Brazee, M Ayers, R Harrington, V Rodgers, K Theoharides, M Lerdau, R Wick, J Ehrenfeld, J Gurevitch, E Stange, and K Stinson. 2009. The responses of pests, pathogens and invasive species to climate change in the forests of Northeastern North America: What can we predict? *Canadian Journal of Forest Research* 39: 231-248. // Rodgers, VL, BE Wolfe, LK Werden and AC Finzi. 2008. The invasive species *Alliaria petiolata* (garlic mustard) increases soil nutrient availability in northern hardwood-conifer forests. *Oecologia* 157: 455-471. // Wolfe, BE, VL Rodgers, KA Stinson, and A Pringle. 2008. The invasive plant *Alliaria petiolata* (garlic mustard) inhibits ectomycorrhizal fungi in its introduced range. *Journal of Ecology* 96: 777-783. // Rodgers, VL, KA Stinson, and AC Finzi. 2008. Ready or not, garlic mustard is moving in: *Alliaria petiolata* as a member of eastern deciduous forests. *BioScience* 58(5): 426-436. /

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

The New Entrepreneurial Leader. 2011. Berrett-Koehler.

The website URL where information about sustainability research is available :

Departments Engaged in Sustainability Research

Responsible Party

Carolyn Hotchkiss
Dean of Faculty
Academic Management

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 :

10

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

9

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

Accounting/Law
Arts and Humanities
Economics
Entrepreneurship
History and Society
Technology, Operations and Information Management
Management
Math/Science
Marketing

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted :

<https://stars.aashe.org/tool/submissions/10/43/307/>

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

[Babson Faculty SEERS Research as of Jan 11.pdf](#)

Sustainability Research Incentives

Responsible Party

Carolyn Hotchkiss

Dean of Faculty
Academic Management

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 :

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

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

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

Yes

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

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

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

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Carolyn Hotchkiss
Dean of Faculty
Academic Management

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 :

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

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

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.

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

Building Operations and Maintenance

Responsible Party

Steve Tolley

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

Criteria

Institution owns and operates buildings that are:

1) Certified under 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
-

Submission Note:

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

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

Total building space that meets "Eligible Buildings Criteria" :

86874 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M :

86874 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified :

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified :

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified :

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified :

0 Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :

An electronic copy of the guidelines or policies :

[Sustainable Building Operations Final_1.docx](#)

The date(s) the policies or guidelines were adopted :

January 1, 2012

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

Energy consumption is monitored for all buildings on campus through sub metering. Reports on these buildings are done on a monthly basis and reviewed by our energy management and operational managers.

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

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M :

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies :

Mandell Family Hall

Pietz Hall

Building Design and Construction

Responsible Party

Steve Tolley

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

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the 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
-

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

New building space that meets "Eligible Buildings Criteria" :

52092 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified :

52092 Square Feet

New building space that is LEED Certified :

0 Square Feet

New building space that is LEED Silver certified :

0 Square Feet

New building space that is LEED Gold certified :

0 Square Feet

New building space that is LEED Platinum certified :

0 *Square Feet*

The website URL where a copy of the institution's guidelines or policies for green building is available :

http://rs.acupcc.org/site_media/uploads/cap/831-cap.pdf

An electronic copy of the guidelines or policies :

The date(s) the policies or guidelines were adopted :

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

Green building standards have been written into our Climate Action Plan which was submitted to AASHE in January 2011. The URL for the CAP is provided above.

The names of all buildings that are 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 :

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified :

Mandell Family Hall (Formerly 81 Map Hill Drive) was constructed in 2006 and was designed and built to meet LEED but was not certified.

Responsible Party

Steve Tolley

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

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 :

1813757 Square Feet

Total occupied building space :

1813757 Square Feet

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

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

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

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.

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

Greenhouse Gas Emissions Inventory

Responsible Party

Steve Tolley

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

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.

Submission Note:

FY09 Data

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

The website URL where the GHG emissions inventory is posted :

http://rs.acupcc.org/site_media/uploads/cap/831-cap.pdf

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

Yes

Does the inventory include emissions from air travel? :

Yes

Does the inventory include emissions from commuting? :

Yes

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? :

Yes

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? :

No

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

Steve Tolley

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

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:

FY10 data

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

Scope 1 and 2 gross GHG emissions, 2005 :

17407 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 :

1440

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

1332

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

1261

Scope 1 and 2 gross GHG emissions, performance year :

13589 *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 :

July1, 2010 to June 30, 2011

On-campus residents, performance year :

1670

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

1526

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

962

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

September 1, 2010 to August 30, 2011

Air Travel Emissions

Responsible Party

Steve Tolley

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

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

Does the institution have policies and/or programs in place to reduce emissions from air travel? :

No

A brief description of the policies and/or programs :

NONE

The website URL where information about the policies and/or programs is available :

Local Offsets Program

Responsible Party

Steve Tolley

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

"---" 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? :

No

A brief description of the program :

NONE. Babson has not done so thus far. But, we are working with the local municipal light plant to explore ways which the college could purchase green power in the future.

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.

Credit
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

Food and Beverage Purchasing

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

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) :

30

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

All of our fresh fish is sustainable under the marine stewardship counsel. We buy local produce year round and the amount increases depending on the seas. All of our baked goods are local. All of our milk is local.

We feature fair trade coffee at all of our locations on campus.

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

<http://www.babsondining.com/sustainability/index.html>

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

"---" 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 :

Students eating in Trim dining hall no longer have trays for food they are eating in house. Trays were eliminated in order to reduce food waste and reduce water usage - with no trays, students are carrying less food and therefore are reducing the amount of dishes to be washed and lessening water being used in the process.

List the year the program was started :

Jan. 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 :

<http://www.babsondining.com/sustainability/index.html>

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

"---" 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 :

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

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

<http://www.babsondining.com/Weeklymenu/WeeklyMenu.htm>

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

"---" 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 :

Zero Trans-Fats Oils

Sodexo uses zero trans-fat oil products in all foodservice operations nationwide. Zero Trans-Fats products include salad dressings, sauces, soups, breads, muffins, cereals, pasta, breaded chicken, eggs, tortillas, oils and a range of other items.

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

<http://www.babsondining.com/sustainability/index.html>

Guidelines for Franchisees

Responsible Party

Steve Tolley

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

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

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus? :

Yes

A brief description of the guidelines for franchisees :

Freshens uses 100% compostable paper and plastic products.

Dunkin Donuts, in addition to offering fair trade coffees, uses recycled napkins.

The website URL where information about the guidelines is available :

<http://www.freshens.com/sustainability>

Pre-Consumer Food Waste Composting

Responsible Party

Steve Tolley

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

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

PostConsumer Food Waste Composting

Responsible Party

Steve Tolley

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

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

Food Donation

Responsible Party

Dallase Scott

Sustainability Program Manager

Facilities Mgt & Planning

"---" 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 :

Babson Dining Services makes most food donations to A Place to Turn in Natick, MA. Food donations include a can drive help in November and surplus products.

The website URL where information about the food donation program is available :

<http://www.babsondining.com/community/news.html>

Recycled Content Napkins

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

"---" 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 :

Recycled napkins are used at all dining locations on campus.

The website URL where information about the purchasing is available :

<http://www.babsondining.com/social.html>

Reusable Container Discounts

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

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

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 :

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

Amount of the discount offered for using reusable mugs :

0.50

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 :

<http://www.babsondining.com/sustainability/index.html>

Reusable To-Go Containers

Responsible Party

Steve Tolley

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

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.

Credit
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

Building Energy Consumption

Responsible Party

Steve Tolley

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

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 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

Submission Note:

FY10 Data

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

Total building energy consumption, 2005 :

168013 *MMBtu*

Building space, 2005 :

1454101 *Gross Square Feet*

Total building energy consumption, performance year :

148276 *MMBtu*

Building space, performance year :

1522318 *Gross Square Feet*

List the start and end dates of the energy consumption performance year :

July 1, 2010-June 30, 2011

Responsible Party

Steve Tolley

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

Criteria

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

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

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

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

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

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

Timers for Temperature Control

Responsible Party

Steve Tolley

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

"---" 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 :

A host variety of technology from DDC controls to pneumatic, electric and electronic timers and thermostats are used to affect the setbacks.

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

67

The website URL where information about the practice is available :

Lighting Sensors

Responsible Party

Steve Tolley

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

"---" 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 :

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

The percentage of building space with lighting sensors :

75

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

Responsible Party

Steve Tolley

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

"---" 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 :

LED Lights have been used in 2 classroom applications and an office in our Facilities Building. We have also used LED's in two outdoor lights and we have five solar powered lights that have LED's in them. LED lights are being experimented with for use in elevators and some elevator lobbies. The college recently installed LED lighting in a major parking lot at the college skating rink. We are also experimenting with LEDs to replace halogen and CFL recessed lighting in the main dining hall and campus center. We have utilized high efficiency induction lighting in our parking deck.

The percentage of building space with LED lighting :

5

The percentage of parking deck space with LED lighting :

0

The percentage of outdoor space that uses LED lighting :

10

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

95

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

Vending Machine Sensors

Responsible Party

Steve Tolley

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

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

Energy Management System

Responsible Party

Steve Tolley

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

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

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 :

Many of the college buildings have EMS tied to the HVAC shop at Facilities. Systems include American Automatrix, Johnson controls, etc.

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

70

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

Exhaust fans, Air handling units providing ventilation, unit ventilators, fan coil units.

During the christmas break, all spaces set back temperatures for weeks including dorm rooms are turned down as low as possible (to 50 degrees). Exhaust fans, air handling units in offices and academic spaces are turned off.

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

Energy Metering

Responsible Party

Steve Tolley

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

"---" 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 :

All of our college buildings have separate metering for electricity and gas. We are able to track our usage and compare from year to year to track trends and changes in our usage profile.

The percentage of building space with energy metering :

100

The website URL where information about the metering system is available :

<http://www.intellimeter.on.ca/index.phpelectricmeters>

Grounds

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

Credit
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

Integrated Pest Management

Responsible Party

Steve Tolley

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

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 :

375 Acres

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

145 Acres

A brief description of the IPM plan(s) :

Definition

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

Procedures

The campus grounds are monitored regularly by our in house grounds staff who are instructed to report issues to the Supervisor of Grounds Operations. The Supervisor will visually inspect campus and those items reported to him regularly to determine if further action is necessary. If he determines this is the case he will review the issue with the Assistant Director of Grounds, Building Services and Sustainability to determine appropriate actions to take. If chemical means are deemed necessary, the product with the least harmful effects to the environment will be selected.

Cultural Practices and Preventative Measures

Where chronic pest problems have occurred on a historical basis, preventative measures including chemical applications may be used to prevent damage that will be both unsightly and costly to repair.

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

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

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

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

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

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

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

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

Native Plants

Responsible Party

Steve Tolley

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

"---" 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 :

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

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

Responsible Party

Steve Tolley

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

"---" 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? :

No

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

While the college doesn't have a wildlife habitat program, we do abide by all regulations regarding wetlands protection and preservation to ensure these areas remain as they are intended.

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

Responsible Party

Steve Tolley

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

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

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program? :

No

A brief description of the institution's Tree Campus USA program :

none

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

Snow and Ice Removal

Responsible Party

Steve Tolley

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

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

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 have been using liquid products (not salt) for several years now to treat our salt piles and improve performance for ice melting. On occasion roads and parking lots will be pretreated with liquid anti icing agents to minimize plowing time and the need for salt applications.

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

Landscape Waste Composting

Responsible Party

Steve Tolley

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

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

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

0

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

100

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.

Credit
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

Computer Purchasing

Responsible Party

Steve Tolley

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

Criteria

Part 1

Institution has an institution-wide stated preference to purchase 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.

Submission Note:

EPEAT Gold rated computer hardware:

\$812,500 = laptops
\$320,500 = desktops
\$182,400 = monitors

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

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors? :

Yes

The website URL where the EPEAT policy, directive, or guidelines are posted :

<http://www.babson.edu/offices-services/business-financial-services/purchasing/policies-procedures/Pages/green-purchasing.aspx>

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

followed :

All of our computer hardware is EPEAT Gold rated.

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

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

1462877 *US/Canadian \$*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

0 *US/Canadian \$*

Total expenditures on desktop and laptop computers and monitors :

1462877 *US/Canadian \$*

Cleaning Products Purchasing

Responsible Party

Steve Tolley

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

Criteria

Part 1

Institution has an institution-wide stated preference to purchase 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? :

Yes

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

<http://www.babson.edu/offices-services/business-financial-services/purchasing/policies-procedures/Pages/green-purchasing.aspx>

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

Cleaning products are purchased through our Facilities Management and Planning department. These staff members are well versed and understand the importance of using green products. Most of our daily cleaning is done with ionized water, reducing the need for chemicals.

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 :

26684 *US/Canadian \$*

Total expenditures on cleaning products :

69919 *US/Canadian \$*

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

[Babson Green Purchasing Policy.doc](#)

Office Paper Purchasing

Responsible Party

Steve Tolley

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

Criteria

Part 1

Institution has an institution-wide stated preference to purchase 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.

Submission Note:

At this time we do not have posted on our Purchasing website or on our "Green Policy" anything about recycled copy paper. We will be updating the Purchasing website as well as the Green Policy in the near future.

<http://www3.babson.edu/offices/purchasing/>

<http://www3.babson.edu/Offices/purchasing/Green-Purchasing-Policy.cfm>

Also, the expenditure information is based on fiscal year 2009/2010.

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

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

Yes

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

<http://www3.babson.edu/Offices/purchasing/Green-Purchasing-Policy.cfm>

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

Fiscal year 2010-2011 is the first time we have required the use of recycled copy paper in our new Canon Copy Center. All the paper we will be purchasing for them will be 30% recycled. We felt the heavy duty multi-functional machines would be able to handle this type of paper. The rest of the campus is using regular non-recycled copy paper because all the machines are new, and we were told by Canon staff that the recycled paper would cause the new machines to jam more frequently. The College has always used recycled colored copy paper for our color needs. The colored 30% recycled paper appears to run smoothly throughout the campus.

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 :

7489.44 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 :

10878 US/Canadian \$

Total expenditures on office paper :

96333.44 US/Canadian \$

Vendor Code of Conduct

Responsible Party

Steve Tolley

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

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.

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

Does the institution have and act 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? :

Yes

The website URL where the vendor code of conduct or equivalent policy is posted :

<http://www.babson.edu/offices-services/business-financial-services/purchasing/policies-procedures/Pages/green-purchasing.aspx>

A copy of the vendor code of conduct or equivalent policy :

[Purchasing Code of Ethics A.docx](#)

A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable :

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

Historically Underutilized Businesses

Responsible Party

Steve Tolley

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

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

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses? :

No

A brief description of how the institution meets the criteria :

Babson actively recruits employees from diverse backgrounds who have the ability to work together to create a more enlightened campus culture. Babson is a proud member of the Commonwealth Compact, and the college supports their mission of establishing "Massachusetts as a uniquely inclusive, honest and supportive community of - and for - diverse people. To acknowledge our mixed history in this effort, and to face squarely the challenges that still need to be overcome, understanding that the rich promise of the region's growing diversity must be tapped fully if Boston and Massachusetts are to achieve their economic, civic and social potential."

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

<http://www3.babson.edu/Offices/HR/valdif.cfm>

Local Businesses

Responsible Party

Teresa Pitaro

Director of Business Services
Business and Financial Affairs

"---" 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 :

Babson uses local businesses wherever possible.

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.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

Responsible Party

Steve Tolley

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

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (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.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet :

3

Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet :

0

Plug-in hybrid vehicles in the institution's fleet :

0

100 percent electric vehicles in the institution's fleet :

14

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG) :

0

Hydrogen fueled vehicles in the institution's fleet :

0

Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year :

3

Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year :

0

Total number of vehicles in the institution's fleet, including all of the above :

81

Student Commute Modal Split

Responsible Party

Steve Tolley

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

Criteria

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

50.52

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 :

49.48

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 :

50.52

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

0

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 :

The website URL where information about alternative transportation is available :

Employee Commute Modal Split

Responsible Party

Steve Tolley

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

Criteria

Institution's employees (faculty, staff, and administrators) 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.

Submission Note:

Based on data collected via a survey administered by the Transportation Subcommittee of the Babson Sustainability Steering Committee and Human Resources in October 2009. There were 387 complete responses to the survey, out of about 950 employees sent the survey (849 electronic requests, 100 paper requests), which is an over 40% response rate.

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

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

9.30

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 :

90.70

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 :

3.88

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

4.65

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

0.77

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

transportation :

The website URL where information about alternative transportation is available :

Bicycle Sharing

Responsible Party

Steve Tolley

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

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

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

Yes

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.) :

The students of the Green Tower residential community on campus, consisting of ugrad students, started a bike sharing program. They currently have about 20 bikes that are used by students and staff to move about campus rather than using cars.

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

Facilities for Bicyclists

Responsible Party

Steve Tolley

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

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building? :

No

A brief description of the facilities :

The college does not have indoor secure bike storage but does have many bike racks spread across the grounds. Showers and lockers are available at the Webster Athletic Center.

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

Bicycle and Pedestrian Plan

Responsible Party

Steve Tolley

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

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

Has the institution developed a bicycle plan? :

No

A brief description of the plan :

Babson is in the process of developing a master plan for its physical assets. Part of this process includes developing a more pedestrian campus with limited vehicular traffic within the core of campus. Because we are a small campus, few bicycles are used at this point to move about.

The website URL where information about the plan is available :

Mass Transit Programs

Responsible Party

Steve Tolley

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

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

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), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options) :

Two shuttle services are offered free of charge to students:

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

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

The website URL where information about the program is available :

<http://www.babson.edu/undergraduate/student-life/activities-leadership/Pages/Shuttle-Schedule.aspx>

Condensed Work Week

Responsible Party

Steve Tolley

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

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

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit. :

Yes

A brief description of the program :

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

Babson also offers a Summer Condensed Work Week Program.

The website URL where information about the program is available :

Telecommuting

Responsible Party

Steve Tolley

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

"---" 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 :

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

Information available to all employees in the employee handbook.

The website URL where information about the program is available :

Carpool/Vanpool Matching

Responsible Party

Steve Tolley

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

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

Does the institution participate in a carpool/vanpool matching program? :

No

A brief description of the program :

No, but we are considering how to institute a program.

The website URL where information about the program is available :

Cash-out of Parking

Responsible Party

Steve Tolley

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

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

Carpool Discount

Responsible Party

Steve Tolley

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

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

Does the institution offer reduced parking fees for car and van poolers? :

No

A brief description of the program :

Not currently. However, faculty and staff can apply for a carpooling space through Human Resources and the Public Safety Department. There are currently 6 specified spaces for carpooling groups on campus. These spaces are provided in convenient locations for the users.

The website URL where information about the program is available :

Responsible Party

Steve Tolley

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

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

Prohibiting Idling

Responsible Party

Steve Tolley

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

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

Has the institution adopted a policy prohibiting idling? :

Yes

A brief description of the policy :

The Facilities Management & Planning department has instituted this policy/practice with it's vehicles and users. Signs were posted in the work/break areas and stickers were installed in vehicles informing people about the prohibition of idling.

The website URL where information about the policy is available :

Car Sharing

Responsible Party

Steve Tolley

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

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar? :

Yes

A brief description of the program :

We have a minimum of three Zipcar vehicles available for use 24 hours a day.

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

<http://www.zipcar.com/babson>

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

Steve Tolley

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

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 :

0 Tons

Weight of materials composted, 2005 baseline year :

412.50 Tons

Weight of materials disposed as garbage, 2005 baseline year :

1431 Tons

Weight of materials recycled, performance year :

369 Tons

Weight of materials composted, performance year :

520 Tons

Weight of materials disposed as garbage, performance year :

991 Tons

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

July 1, 2010 to June 30, 2011

On-campus residents, 2005 :

Campus Sustainability Data Collector | AASHE | Sierra Magazine

1440

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

1332

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

1261

On-campus residents, performance year :

1670

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

1526

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

962

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

September 1, 2010 thru August 30, 2011

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 :

Babson has started a process to identify and solidify waste reduction goals. This process has included representation from various sectors of the community including food service, facilities, purchasing, finance, project management, special events and others. We are working to establish a goal of 25% waste reduction by 2025 but this still needs approval from administration. Our action plan to achieve this goal includes addressing food waste, packaging of purchased products, printing, event signage and other items. We plan to increase awareness of these issues through events like the Zero Waste Challenge, Student Waste Audits and our Sustainability Fair. We also look to invest in new technologies to address food waste.

The website URL where information about the institution's waste reduction initiatives is available :

Responsible Party

Steve Tolley

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

Criteria

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

This credit 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 :

889 Tons

Materials disposed in a solid waste landfill or incinerator :

991 Tons

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

Babson has an extensive recycling program that includes paper, cardboard, bottles & cans, clothing, books, electronics, mattresses, metals, light bulbs, furniture and others items. In summer 2010 Babson implemented single stream recycling. Collection bins for primary recyclables are provided in offices, student rooms, common areas, kitchens, copy rooms, and hallways. Babson's facilities employees collect larger bins which are put in our recycling truck and taken to a compactor, which when full is then carted to a zero sort facility.

We have participated in RecycleMania the last two years. We have posters around campus and stickers on our bins advising our campus community what can be recycled.

Our organic waste is stored in large concrete walled bins during the heavy season and taken by a vendor to a composting site. This waste includes leaves, branches, grass clippings, stumps and woodchips primarily and constitutes a large portion of our recycle content.

Construction and Demolition Waste Diversion

Responsible Party

Steve Tolley

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

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered :

28 Tons

Amount of construction and demolition materials landfilled or incinerated :

1.60 Tons

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

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

Electronic Waste Recycling Program

Responsible Party

Steve Tolley

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

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 :

The colleges leases it's computers and they are turned back to our vendor after 2 years. Computer parts that are not part of this lease are collected separate from trash and taken to the local municipal recycling center for processing. In addition, other electronics including TV's, phones , etc are recycled by various means.

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

Computers are leased and turned back to a vendor. Items that are not part of lease are collected by Building Services Staff and taken to local recycle center for processing. Phones purchased by Facilities Management and Planning that are not returned to our vendor have been given to local police departments to assist at risk members of the commity who need a communication device.

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

Various outlets exist for students to recycle ewaste. Similar to institutional waste, TVs and other electronic items are taken to local recycle center. Student clubs have also arranged for bins placed in several areas on campus for collection of ewaste.

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

Hazardous Waste Management

Responsible Party

Steve Tolley

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

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 :

Babson employs an environmental health and safety consultant to help develop and monitor these waste streams. We have in place an Environmental Crisis Management Plan, SPCC Plan, Chemical and pesticide inventory, lab chemical purchasing protocol, oil and water separators on drains, regular catch basin cleaning, latex paint recycling, fluorescent bulb recycling, creations of biodiesel and a program for maintenance/monitoring of USTs and ASTs. We also work to substitute less harmful materials for those that may be hazardous. Weekly inspections of Hazardous Waste collection areas are performed to ensure safety and compliance. Stage I and Stage II vapor recovery systems on gasoline service station are performed weekly in accordance with state requirements.

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

Babson contracts for regularly scheduled waste pick ups for these materials. The college trains employees on the proper handling of wastes. We have a written Haz Waste and Universal Waste management Program

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

Materials Exchange

Responsible Party

Steve Tolley

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

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

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 :

We have initiated an exchange program for office furniture where employees can view a website containing surplus items and select items for reuse. These are items that would otherwise be disposed of.

The website URL where information about the program is available :

Limiting Printing

Responsible Party

Steve Tolley

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

"---" 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 :

Reducing Undergraduate Printing

In an effort to promote sustainability on campus, the Student Government Association is working with Dean Hanno and the Undergraduate School to implement a rewards system for the students who have the most positive impact on reducing the amount of paper used by undergraduates.

Each semester, SGA will hand out \$10 gift cards to 50 individuals randomly selected from the top 10% of students who printed the least. These rewards, combined with a social media campaign on Facebook and Twitter, as well as a series of posters placed near print release stations, are designed to heighten student awareness of the amount of paper used. People will be less likely to print out hundreds of pages of class notes if they are aware that their behavior is being tracked, and that ultimately their decision not to print could lead to a reward. A pilot of this campaign will be run during the Spring 2012 semester. If it has a positive impact on student awareness around printing sustainability, it will be continued and perhaps expanded in the future.

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

Responsible Party

Steve Tolley

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

Submission Note:

We are working on getting course catalogs online only for the upcoming year.

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

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 :

Human Resources has put a lot of effort into switching from print materials to online only.

- Pay stubs are online
- W-2's online
- Phone Directory on the Portal, we do not print it anymore
- Employee Handbook online
- Recruiting efforts online, we do not accept paper resumes

The website URL where information about the practice is available :

Chemical Reuse Inventory

Responsible Party

Steve Tolley

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

"---" 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 :

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

The website URL where information about the practice is available :

Move-In Waste Reduction

Responsible Party

Steve Tolley

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

"---" 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 :

During move in times the college goes to great effort to collect packing materials for new items brought to campus by students. Packing materials (primarily cardboard) are collected from the residence hall and deposited in designated dumpsters that are then taken to the recycling center.

The website URL where information about the program is available :

Move-Out Waste Reduction

Responsible Party

Steve Tolley

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

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

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

Yes

A brief description of the program :

During moveout collection points are made available in the residence halls for common recyclables as well as clothing, electronics, books food and other reusable items.

These are collected by facilities staff and transported to a variety of outlets both internally and externally. Students have started a store for reused clothing and monies from that are donated to charity. Phones are collected and given to the local police department that uses them for crime victims that cant afford them but need the ability to communicate. Some electronics are collected and resold and other electrical items are taken to the local recycling centers. Extra packaged foods are collected and donated to a local church.

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.

Credit
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

Water Consumption

Responsible Party

Steve Tolley

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

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.

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

Water consumption, 2005 baseline year :

35269923 Gallons

Water consumption, performance year :

44466624 Gallons

List the start and end dates of the water consumption performance year :

July 1, 2010 through June 30, 2011

On-campus residents, 2005 :

1440

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

1332

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

1261

On-campus residents, performance year :

1670

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

1526

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

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

September 1, 2010 through August 30, 2011

Indication of whether institution has a stated commitment to water use reduction goals :

No

A brief description of the plan of action to achieve water use reduction goals :

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

Stormwater Management

Responsible Party

Steve Tolley

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

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 :

Babson has over 10 acres of detention basins on campus to manage stormwater. We also have several location where underground water recharge chambers have been used.

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? :

Yes

A brief description of the institution's porous paving :

The recently constructed Lorber Park at Putney hall has a porous pavement system with a surface of brick like pavers.

Does the institution have retention ponds? :

Yes

A brief description of the institution's retention ponds :

Over 10 acres of retention.

Does the institution have stone swales? :

No

A brief description of the institution's stone swales :

Does the institution have vegetated swales? :

Yes

A brief description of the institution's vegetated swales :

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

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

Yes

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

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

Waterless Urinals

Responsible Party

Steve Tolley

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

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

Does the institution use at least one waterless urinal? :

No

A brief description of the technology employed :

We had two that are installed at our facilities building. These were recently removed and replaced with low flow fixtures as there were many concerns from users.

The website URL where information about the technology is available :

Building Water Metering

Responsible Party

Steve Tolley

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

"---" 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 :

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

The percentage of building space with water metering :

100

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Steve Tolley

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

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :

No

A brief description of the source of non-potable water and how it is used :

None

The percentage of irrigation water usage from recovered, reclaimed or untreated sources :

The percentage of building space using water from recovered, reclaimed or untreated sources :

The percentage of water used in utility plants from recovered, reclaimed or untreated sources :

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

Responsible Party

Steve Tolley

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

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

Weather-Informed Irrigation

Responsible Party

Steve Tolley

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

"---" 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 :

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

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.

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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.

Submission Note:

Information about the office will be made available on the new sustainability website planned to be launched in Spring 2011.

"---" 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 :

The Babson Sustainability Leadership Team

Mission Statement:

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

Description of Leadership Team's Purview and Activities -

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

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

- Incorporate the principals of energy efficiency and sustainability in all capital projects, renovation projects, and operations and maintenance within budgetary constraints and programmatic requirements.
- Minimize the use of non-renewable energy sources on behalf of the College's built environment by creating a portfolio approach to energy use, including the use of local renewable energy and purchase of green power from the grid as well as conservation measures that reduce energy consumption.
- Incorporate alternative means of transportation to/from and within the campus to improve the quality of life on campus and in the surrounding community. The College will continue its strong commitment to provide affordable on-campus housing, in order to reduce the volume of commutes to and from campus.
- Track, report and minimize greenhouse gas emissions on behalf of College operations.
- Minimize the amount of College generated waste sent to landfill.
- Utilize the College's purchasing power to meet its sustainability objectives.

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

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

- Encouraging the content of learning to reflect interdisciplinary systems thinking with a special emphasis on social, ethical and environmental consideration as they relate to entrepreneurial business development and management approaches
- Adjusting the content of learning to make human environment interdependence, values and ethics a seamless and central part of the teaching discipline
- Encouraging the process of education to emphasize active, experiential, inquiry-based learning and real world problem solving on the campus and in the larger community with emphasis on the growing "Clean Tech" areas of business development
- Encouraging the practice of sustainability on the campus as an integral part of operations, planning, facility design, purchasing, and investments and tie these efforts to the formal curriculum
- Forming partnerships with local and regional communities to help make them healthy, socially vibrant, economically secure, and environmentally sustainable as an integral part of Babson's mission and the student experience.

Vision Statement

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

Mission

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

- Efficiently use and conserve water, energy and other resources
- Implement ecological transportation alternatives
- Develop environmentally responsible purchasing practices

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

Babson Sustainability Leadership Group Membership

Two members of the Babson Faculty who have specific interest in the area of sustainability

Representative from Provosts Office

Vice President for Administration

Vice President for Human Resources

Associate Vice President for Facilities

Assistant Director Grounds, Building Services and Sustainability

Sustainability Coordinator

Specific responsibilities are coordinated in the following areas:

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

Members of the committee, including affiliations :

Shelley Kaplan, AVP Facilities Management & Planning

Mary Rose, VP for Administration

Donna Bonaparte, VP for Human Resources

Diane Chase, Director, Academic Res, Academic Affairs

Vikki Rodgers, Faculty

Sinan Erzurumlu, Faculty

Steve Tolley, Asst Dir, Grounds, Bldg & Sustainability

Dallase Scott, Sustainability Program Manager

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

<http://www.babson.edu/sustainability>

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

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

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

The office runs the following programs:

- Babson Eco Reps
- Staff Eco Leaders
- The Sustainability Fair
- Advancing Babson Sustainability Task Force

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

The number of people employed in the sustainability office :

1.75

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

<http://www.babson.edu/about-babson/sustainability/Pages/About-Us.aspx>

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Dallase Scott

Sustainability coordinator's position title :

Sustainability Program Manager

A brief description of the sustainability coordinator's position :

The Sustainability Program Manager leads in the following functions:

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

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

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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.

Submission Note:

In the spring of 2009, the leadership of Babson, after an extensive process of engagement with the broader Babson community, issued an updated strategy for Babson. This strategy updated Babson's mission and included a new vision for the college based on three pillars. These are:

1. Extend Babson's leadership in entrepreneurship by moving from entrepreneurship-the-discipline to the more pervasive entrepreneurial thought and action (ETA).
2. Cement our lead in curriculum innovation by designing the "next generation" curriculum that integrates profit and the common good using UN Principles for Responsible Management Education (PRME).
3. Expand Babson's global reach from limited partnerships to deeper strategic relationships, leveraging the Global Entrepreneurship Education Network (GEEN)

Sustainability, in social, economic and environmental terms, is central to Babson's strategy, and is woven throughout, both implicitly and explicitly. The new vision for Babson is a call to creative action, a strategic decision to set a course for the College so that it can equip graduates to excel in a dynamic market where resources are increasingly limited and environmental externalities are forced into the cost of doing business. Babson is investing in becoming an education institution that produces versatile, well-rounded global citizens capable of creating economic and social value. This next generation of leaders will have to balance people, planet and profit simultaneously.

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

Year the strategic plan or equivalent was completed or adopted :

2010

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level? :

Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability :

One of the central tenets of the plan is "to embrace people, planet and profit issues simultaneously, not sequentially."

One of the central challenges addressed in the plan is: "There is a growing recognition that reliance on fossil fuels has to be replaced with alternative energy and production practices which emphasize sustainability. These "shocks to the system" also have revealed the danger of relying excessively on a market model which focuses on shareholder wealth creation and profits, and ignores how those profits have been created."

The new vision for Babson is a call to creative action, a strategic decision to set a course for the College so that it can equip graduates to excel in a dynamic market where resources are increasingly limited and environmental externalities are forced into the cost of doing business.

One of the three main elements of the new vision is to:

"Cement our lead in curriculum innovation by designing the 'next generation' curriculum that integrates profit and the common good using UN Principles for Responsible Management Education (PRME)." The UN PRME principles are a guiding framework for institutions to integrate corporate responsibility and sustainability in a gradual but systemic manner.

The new vision for Babson is a call to creative action, a strategic decision to set a course for the College so that it can equip graduates to excel in a dynamic market where resources are increasingly limited and environmental externalities are forced into the cost of doing business.

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level? :

Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability :

The new vision begins by stating:

"Our mission is to educate a generation of leaders who create great economic and SOCIAL value ... everywhere; ...We want to embrace people, planet and profit issues simultaneously, not sequentially; We want to extend our global reach to have an impact on the world; We want to create a diverse, multi-cultural and inclusive community of highly talented students, faculty and staff."

The vision addresses the fact that business can no longer depend on a "supply of skilled labor at low cost."

One of the three main elements of the new vision is to:

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

The Strategic Plan also highlights the Lewis Foundation gift of \$10.8 million which aims to create a campus focused on responsible management principles and social impact. The Lewis Institute provides us with a tangible start to extend our work beyond the traditional

conceptual boundaries of business.

The new strategy also lays out the goal of expanding Babson's global reach, at the heart of which is the concept of a Global Consortium for Entrepreneurship Education.

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level? :

Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability :

One of the three central goals for Babson laid out in the strategic plan is "to ensure a fully sustainable financial model for the College".

The President's Strategy website continues: "...while other institutions are playing defense with extensive cutbacks in faculty and programs, we have shifted to offense. Over the past year we have taken decisive steps to build a multi-year operating model to fund our needs and aspirations and provide for long-term institutional prosperity. As a result, our budget is projected to be balanced for our core activities—the undergraduate and graduate programs—through 2017.

This financial model depends on our ability to continue to manage operations carefully and to keep costs under control, as well as on contributions from the return on our endowment and annual giving to the College."

In addition to the economic sustainability of the College, the strategic plan lays out a vision of addressing people, planet, and profit simultaneously in all Babson activities including education of its students and global outreach.

Through the three pillars -- Entrepreneurial Thought and Action, Curriculum that Integrates Profits with with Common Good, and the Global Consortium for Entrepreneurship Education -- Babson aims to be a force of sustainable prosperity around the world in the face of dramatic global changes and economic challenges from the institutional level down to the student level.

The website URL where information about the strategic plan is available :

<http://www.babson.edu/about-babson/sustainability/Pages/commitments.aspx>

Physical Campus Plan

Responsible Party

Shelley Kaplan

Associate VP

Facilities Mgmt & Planning

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.

Submission Note:

A new master planning process is beginning this semester (Spring 2011) and will focus on opportunities to increase efficient use of space and reduce square footage over time as part of our Carbon Action Plan.

"---" 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 :

Plan highlights include:

- Respect the Mature Suburban Campus Environment - "Babson must be judicious in siting future facilities, to respect natural topography and preserve the landscape."

- Sustainable Design: "Planning and design of facilities and campus improvements must respect environmental consciousness and "green design" principles, including conscientious use of natural and utility resources, reduction of landfill material created by construction projects, and building design to meet good sustainable design practices as represented in LEED (Leadership in Energy and Environmental Design) standards of the U.S. Green Building Council."

- New Buildings on Already Developed Sites: "A lack of easily developed sites and desire to mitigate further loss of woods and open space constrain the location of new buildings. Future facility needs can be accommodated, while reducing any decrease in green space and increase in hard-surface area and drainage impacts, by siting new construction on already developed property."

- Maintain Wooded Landscape and Green Buffers: “Wooded environment is integral to the quality and character of the Babson campus. Green buffers separating campus precincts should be preserved. They help to define separate areas and reinforce transitions between functional zones. Similarly, the network of diverse green open spaces in the campus core and low-density treatments at the campus perimeter should be maintained and enhanced. Within this wooded environment, controlling the undergrowth is important to provide visibility at pedestrian level.”

- Enhanced Walking Campus: “The Walking Campus concept embodied in the 1986, 1996 and 2000 Facility Master Plans has been implemented gradually over the past twenty years. This should be reinforced in future campus site development. The concept emphasizes pedestrian oriented environment with well-organized landscaped paths connecting important destinations, meaningful spaces at key intersections, and effective lighting, site furnishings and signage.”

- Sustainable Plant Materials: “Babson has developed a list of appropriate plant materials for campus landscape areas to apply sustainable design principles, utilizing indigenous and easily maintained species. This list will be reviewed and updated on a regular basis.”

- Preserve and Extend Open Spaces and Retain Undeveloped Buffer Areas

Babson has a new Facilities Master Plan in development which is expected to be adopted in 2012 which includes LEED Master Site certification.

The year the physical campus plan was developed or adopted :

2004

The website URL where the physical campus plan is available :

Sustainability Plan

Responsible Party

Shelley Kaplan

Associate VP

Facilities Mgmt & Planning

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 :

To oversee the development, planning, implementation and tracking of sustainability, the college established a Babson Sustainability Leadership Group (BSLG). This college-wide committee was responsible for accelerating sustainability on campus, and for doing much of the groundwork that is the foundation for this document. The BSLG comprises representatives from the institution's faculty, and staff communities who work collaboratively in identifying opportunities, devising and implementing solutions, and tracking Babson's performance relative to its goals and peers. They engage in a broad range of activities, including: the ongoing search for opportunities in energy and water conservation, investigating the purchasing and use of sustainable products, improving recycling and waste management, pursuing ways to reduce the impact of commuting and air travel, and integrating sustainability as a vital component of Babson's curricula.

The BSLG includes representatives from the following major areas:

- Office of the Provost
- Facilities Management
- Human Resources
- Faculty
- Office of the President

Babson engaged GreenerU to build on the work of the Steering Committee and write this Sustainability and Climate Action Plan. The GreenerU team worked closely with College staff in drafting this plan. They have drawn extensively from content and analysis created for Babson by Aramark, and Sightlines LLC, and used information recently compiled by the Sustainability Office in response to both the Sustainable Endowments Institute Survey and the Association for the Advancement of Sustainability in Higher Education STARS survey.

In addition, GreenerU received input from other parts of the Babson campus including Dining Services, the Lewis Institute and others.

The Sustainability Office has held town-hall meetings to discuss the plan and receive further input from the campus-wide community.

A brief description of the plan's measurable goals :

- Energy efficiency investments
- Invest in solar power generation
- Procurement of electricity from renewable sources
- Enhanced energy efficiency investment
- Improved vehicle fuel efficiency
- Purchase quality offsets
- Ongoing focus on shift toward a culture of sustainability
- Green planning and green building policies

A brief description of how progress in meeting the plan's goals is measured :

- Reduction in GHG emissions Scopes 1, 2, and 3
- Waste diversion and reduction rates
- Green Cleaning product use
- Landscape practices
- Water reduction
- Sustainability course offerings
- Breadth and quality of co-curricular activities

Babson will continue to conduct an annual greenhouse gas inventory, which will serve as the ultimate indicator of progress toward climate neutrality. Additionally, Babson will update this plan every two years. The updates will include updates to actual greenhouse gas emissions based on Babson's annual GHG inventory and discussions of progress on the specific actions outlined in this plan.

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

http://rs.acupcc.org/site_media/uploads/cap/831-cap.pdf

The year the plan was developed or last updated :

2010

Climate Action Plan

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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 :

Stage III, Years 2021-2030, 70% below 2005

Stage IV, Years 2031-2050, Climate Neutrality

ACTIONS

2021-2030

- Enhanced energy efficiency investment
- Improved vehicle fuel efficiency

2031-2050

- Purchase quality offsets

2011-2050

- Ongoing focus on shift toward a culture of sustainability
- Green planning and green building policies

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

Stage I, Years 2011-2015, 25% below 2005

Stage II, Years 2016-2020, 50% below 2005

ACTIONS

2011-2015

- Energy efficiency investments
- Invest in solar power generation

2011-2050

- Ongoing focus on shift toward a culture of sustainability
- Green planning and green building policies

2016-2020

- Procurement of electricity from renewable sources

Year the climate plan was formally adopted or approved :

2010

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

Yes

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

All

The reduction level (percentage) institution has committed to :

25% by 2015, 50% by 2020, 70% by 2030, 100% by 2050

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

June 30, 2005

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

24,182 MTCO₂

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

June 30, 2015

The website URL where information about the climate plan is available :

http://rs.acupcc.org/site_media/uploads/cap/831-cap.pdf

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.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Diversity and Equity Coordination

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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 :

To engage the entire community in the vision of “creating a diverse, multi-cultural and inclusive community of highly talented students, faculty and staff.”

Members of the committee, including job titles and affiliations :

STAFF

Amir Reza - Director, International & Multicultural, Office of Int'l Programs
Andy Moutinho - Assistant Dir, Trades & Technical Svcs, Facilities Mgt & Planning
Cheryl Kiser - Managing Director, Lewis Institute
Coleen Crawford - Area Director, Suite Areas, Campus Life
Diana Zais- VP, Institutional Advancement, Division Management
Dennis Hanno - Dean, Undergraduate School
Dipti Madnani - Associate Director, Fast Track MBA, Graduate Corporate Program
Susan Duffy - Director, Center for Women's Leadership, Ctr for Womens Leadership
Caitlin Capozzi, Director, Student Activities & Leadership, Campus Life
Katrina Fludd - Coord, Student Diversity & Inclusion, Office of Int'l Programs
Lisa Thomas - Dir, Community Engagement & Multi-faith, Spiritual Life
Michele Oshima - Director, Sorenson Center for the Arts
Mike Trask - Senior Assistant Director, UG Admission, Undergraduate Admissions
Pam Gibbs - Class Dean, Academic Services, Academic Services
Robert Wald - Senior Database Developer, Information Technology
Sara Iszard - Assistant Dean, Student Affairs, Student Affairs
Sarah Herchel - Associate Director, Grad Student Affairs, Grad Pgm & Student Affairs
Terry Marroquin- Director, Office of Grad Progs & Stu Aff, Grad Pgm & Student Affairs
[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Theresa Holland - Senior Employment Representative, Human Resources
Vanessa Theoharis - Coordinator, UG School Marketing, UG School Dean's Office
Vicky Keller - Asst Dir, UG Career Ed & Alumni Relation, UG Ctr for Career Develop

FACULTY

Dawna Dewire - Senior Lecturer, Tech OPs & Info Mgmt
Elizabeth Goldberg - Associate Professor, Arts & Humanities
Janice Bell - Professor, Accounting
Julio De Castro - Professor, Entrepreneurial
Ken Matsuno - Associate Professor, Marketing
Mary Gentile - Sr. Research Scholar & Adjunct Lecturer, Lewis Initiative
Mary Godwyn - Assistant Professor, History & Society
Mary Pinard - Professor/Division Chair, Arts & Humanities
Miguel Rivera - Associate Professor, Management
Nan Langowitz - Professor, Management
Phil Dover - Associate Professor/Division Chair, Marketing
Sydel Sokovitz - Associate Professor, Management

Student Community Unity Educators

Atiya Sharmin
Dara Behjat
Thapasya Vijayaraghavan
Jolena Jeffrey

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

<http://www.babson.edu/offices-services/diversity/Pages/home.aspx>

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

The Chief Diversity Officer is part of the President's Office. The CDO aims to ensure that the mission permeates the entire Babson community and embed and infuse principles of inclusiveness into internal operating processes such as faculty and staff recruiting, student affairs to support student event planning and in the classroom.

There is also an Office of Student Diversity and Inclusion which creates innovative programs and services designed to create a more inclusive campus for students.

The number of people employed in the diversity office :

2.33

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

<http://www.babson.edu/offices-services/diversity/Pages/home.aspx>

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator's name :

Interim, Donna M. Bonaparte

Diversity coordinator's position title :

Vice President, Human Resources, Interim Chief Diversity and Inclusion Officer

A brief description of the diversity coordinator's position :

The Chief Diversity Officer will take the lead in all efforts to foster a learning and workplace environment that is welcoming and supportive to all Babson students, faculty, and staff. In collaboration with key administrators, responsible for providing leadership and coordination in the design, delivery, and assessment of a strategic diversity plan that promotes systemic institutional change as aligned with our academic value of diversity. The Chief Diversity Officer is also responsible for developing and directing college-wide programs committed to integrating diversity efforts across Babson; defining and delivering best practices and activities to establish Babson College as a leader in community diversity and inclusion; collaborating across business units in the design and implementation of diversity and inclusion programs that promote institutional change; and serving as an internal diversity consultant/resource/consultant for departments and divisions on campus. Serves as a member of the President's Cabinet.

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

<http://www.babson.edu/offices-services/diversity/Pages/home.aspx>

Measuring Campus Diversity Culture

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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) :

Multiple assessments through Office of Campus Life, Great Colleges to Work survey, student focus groups, and new staff and faculty focus groups.

Year the assessment was last administered :

2011

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :

The College uses the multiple assessment tools to promote awareness of the College's commitment to Diversity. The assessments have identified key issues including further diversification of staff and faculty and the clumping of students according to socioeconomic class.

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

Support Programs for Underrepresented Groups

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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 :

Peer Mentors are individuals selected to assist first-year students with their transition into Babson via the new student orientation and the co-facilitation of a First Year Seminar course. Peer Mentors guide and provide support to a cohort of approximately 20 students. Selected Peer Mentors participate in a thorough training program at the end of August (the week prior to orientation), are expected to be present for all of Orientation, and regularly attend their assigned FYS section throughout the fall semester. Contact for Peer Mentors is Michele Brown (

mbrown5@babson.edu

).

Multicultural Student-Alumni Mentoring Program: In response to an outpouring from multicultural students for mentoring support, we are piloting the first ever mentoring program. 18 multicultural students have been matched with 18 alumni mentors.

The "Q" Multicultural Advisor is a Division of Student Affairs/Campus Life staff member serving as a resource to the traditionally underrepresented population on the Babson College campus. The "Q" is responsible for creating a welcoming and inclusive community within his/her assigned area. The "Q" will be trained to provide support and assistance to students on a variety of issues. "Q" training will take place prior to the start of each semester and attendance is mandatory for all "Q"s. More information can be found by clicking this link. Contact for "Qs" is Amir Reza (

areza@babson.edu

).

The Black Affinity Group is dedicated to strengthening ties between alumni and students to engage these two groups in a meaningful manner. The annual conferences provide alumni with an updated view of the college's efforts to recruit and retain students of color; provide a forum for students and alumni to share views on strategies of recruitment, retention, and alumni involvement; and to develop plans to move forward around these college initiatives.

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

We are in the process of developing our own cultural competency training for staff and faculty. Six faculty members have been trained on the Cultural Orientations Model and we will combine this training with SEERS and Stop the Hate to develop something unique to Babson.

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

Affinity groups are being re-initiated.

We are in the process of developing our own cultural competency training for staff and faculty. Six faculty members have been trained on the Cultural Orientations Model and we will combine this training with SEERS and Stop the Hate to develop something unique to Babson.

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

<http://www.babson.edu/offices-services/diversity/Pages/home.aspx>

Support Programs for Future Faculty

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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 :

The PhD Project has 400 minority doctoral student members pursuing their dream. Babson participates in conferences and is a member that has access to recruit from this organization.

Babson is also a member of the Commonwealth Compact, a local organization that is bringing local New England schools together to collaborate on attracting diverse faculty to New England. The Commonwealth Compact convened a Massachusetts Business School Deans Committee to focus on strategies by which schools can produce better results in the areas of diverse faculty recruiting and retention through coordinated action, rather than individually.

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

Affordability and Access Programs

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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 :

Babson is not currently a TRIO program participant.

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

We award \$27 million annually in undergraduate grants and scholarships, and with generous financial aid packages we are able to meet over 90% of the aggregate financial need of our undergraduate students. In the past five years we have seen a substantial increase in the number of students from lower income backgrounds, as indicated by the number of Federal Pell Grant recipients in our student body; 11.5% of undergraduate students were Pell recipients in the 2006-07 academic year; by 2010-11 that had risen to 17.8% of undergraduate students. We are pleased that our financial aid packages enable low-income students to enroll and be successful at Babson.

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :

One of Babson's core values is diversity, including socioeconomic diversity, and faculty and staff are actively encouraged to support students from a wide range of backgrounds and life circumstances. This extends throughout our curricular and co-curricular programs, and also to the residence halls through our Resident Assistant staff.

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

There is a wide array of programs and services available to students at Babson, and our close-knit community helps to prevent students from falling through any cracks. In the First Year Seminar (FYS), groups of approximately 20 students are each paired with a faculty-administrator-peer mentor team, covering a series of topics to help ensure a successful transition to college. In addition, students have access to free tutoring resources for quantitative skills, verbal skills, and written communication skills through the Mathematics Resource Center, Speech Resource Center, and Writing Center. Recently, we have instituted the Sparks Tutoring Program, where students in selected courses also can receive free tutoring.

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

Babson Level Grants - Babson is pleased to offer the Babson Level Grant, a program designed to provide families with specific information about financial aid for all four years at Babson. Babson commits to the Babson Level Grant award for four years, provided there are no major changes in a family's financial circumstances. The award amount is determined based on financial need. For incoming students, the average grant from Babson is \$27,000, and individual award amounts range from \$1,000 per year to \$46,000 per year depending on the student's level of financial need.

Enrico Dallas Scholarships - Four-year, full tuition scholarships awarded to outstanding applicants from the Dallas, TX area. The Roger and Rosemary Enrico Dallas Scholarships are awarded each year on the basis of academic achievement, community involvement, leadership potential, and financial need. The scholarship also includes an annual \$1,000 grant to help with travel to and from campus and home.

The Arthur M. Blank Scholarships – A four-year, \$7,000-per-year scholarship program awarded on the basis of entrepreneurial potential, academic achievement, and financial need. A separate 500-word essay about your interest in entrepreneurship is required. Please label your essay “The Arthur M. Blank Scholarship Application Essay,” and submit it to Babson College with your application for admission.

Sorenson Arts Scholarships – A four-year, \$5,000-per-year scholarship awarded on the basis of artistic ability, potential for combining artistic endeavors with a management education, academic achievement, and financial need. A separate 500-word essay describing your ideas about pursuing artistic interests in conjunction with a management education is required. Please label your essay "The Sorenson Arts Scholarship Application Essay," and submit it to Babson College with your application for admission.

George I. Alden Scholarships – Alden Scholarships are awarded to students transferring to Babson from Massachusetts Community Colleges. Award amounts vary depending on the student's level of financial need.

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

The counselors in Student Financial Services have extensive contact with parents, including by phone, email, and in person. We take great care to do individual outreach to students/parents who might need extra assistance completing the financial aid application requirements. More generally, the college hosts parent orientation and other programs, a parent e-newsletter, and various communications from the President's Office to parents.

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

In Dallas for the Enrico Dallas Scholarship, and in New York City Public Schools in partnership with the Posse Foundation.

A brief description of the institution's other admissions policies and programs :

A brief description of the institution's other financial aid policies or programs :

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.babson.edu/undergraduate/Pages/home.aspx>

Gender Neutral Housing

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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

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 :

Our practice is to work with students on a case by case basis and if an accommodation is necessary, we are willing and able to work with the student based on this need.

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

Employee Training Opportunities

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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

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

Yes

A brief description of the cultural competence trainings and activities :

Chief Diversity Officer has lead interactive discussions on the College's strategy at least once each semester. These sessions are published throughout campus and open to all employees. She helps students, staff, and faculty to answer the questions "What does Diversity mean today? What is my role in promoting diversity and inclusiveness on campus and beyond?"

We are in the process of developing our own cultural competency training for staff and faculty. % Faculty members were just trained on the Cultural Orientations Model and we will combine this training with SEERS and Stop the Hate to develop something unique to Babson.

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

Student Training Opportunities

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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

Does the institution make cultural competence trainings and activities available to all students? :

Yes

A brief description of the cultural competence trainings and activities :

Chief Diversity Officer leads interactive discussions on the College's strategy at least once each semester. She helps students, staff, and faculty to answer the questions "What does Diversity mean today? What is my role in promoting diversity and inclusiveness on campus and beyond?"

Cultural competence trainings and activities are integrated throughout several undergraduate and graduate courses, including:

CVA2410 Gender Studies

CVA2404 Afr Am History And Foodways

ANT3690 Religions Of The Book:Judaism,Crst,Islam

CVA2408 Cultural Anthropology

CVA2455 Peoples & Cultures Of The Americas

GDR 3610 Women's Studies

HIS 3604 Sexuality & Power In Modern Society

HIS 3682 Women In China

CVA2460 Living La Vida Latina

MOB7543 Managing In A Diverse Workplace

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

<http://www.babson.edu/offices-services/diversity/Pages/home.aspx>

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.

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Sustainable Compensation

Responsible Party

Shelley Kaplan

Associate VP

Facilities Mgmt & Planning

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.

Submission Note:

The URL above is an internal site.

If we include seasonal, temporary, and independent consultants we have 1,108 employees on campus. If we exclude the seasonal employees then the number drops to 999. Examples of seasonal employees are folks that work in season at our skating rink, counselors who work on campus during summer camps, as well as part-time assistant coaches that only work during a specific season. The independent consultants include those that are active on campus right now and do not include visiting performers or visiting speakers. We also do not track those employees that work for services that we contract out such as the Bookstore and Dining Services.

We review compensation as we hire folks for our regular or temporary employees so this would be 964 employees that we ensure earn a sustainable compensation. We do not have specific assessments that take place on wages for seasonal employee or independent consultants. We do however ensure that there is consistency among these employees.

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

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

1175

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

1001

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

In May/June of each year, the Compensation Manager reviews all staff jobs to collect appropriate external market data to ensure we are paying fairly. When necessary and the employee's performance is average or above, adjustments are made if we discover that someone is significantly underpaid.

Academic Affairs reviews faculty compensation a different point in the year to ensure faculty are being compensated appropriately. They also make adjustments when necessary and appropriate.

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 :

2012

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

<http://hr.babson.edu/db@b/hr/compensation/compensation.html>

Employee Satisfaction Evaluation

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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 :

We have participated in an organizational survey every year for over a decade. For the past three years, we have participated in the Great College To Work For survey administered by ModernThink sponsored by The Chronicle of Higher Education. Last taking place in March 2012, survey responses were anonymous collected and will be reported in aggregate back to the College. We participate in this survey because our core value of Excellence drives us to continuously improve our employee experience. This survey provides us the opportunity to seek feedback regularly from staff and faculty to help guide these improvements, empowering them to take an active role in creating meaningful change via the Babson Champions process. This process allows one individual from each department to act as a facilitator in the data dissemination and discussion process resulting in action plans intended to address concerns identified in the survey. It provides a great development opportunity for the individual.

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

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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 :

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

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

Sustainability in New Employee Orientation

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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 :

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

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

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

The website URL for the information about sustainability in new employee orientation :

Employee Sustainability Educators Program

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

Submission Note:

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

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

Total number of people employed by the institution :

839

Program name (1st program) :

Eco-Leaders

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

180

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

All employees are invited to attend informational sessions and are asked to commit to monthly workshops as well as their educator duties.

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

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

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

The Sustainability Program Manager is responsible for facilitating Eco-Leader meetings helping narrow in the focus on important topics at Babson and developing strategic methods in creating sustainable change in the work place.

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

Program name (2nd program) :

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

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

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

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

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

Program name(s) (all other programs) :

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

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

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

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

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

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

"---" 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 :

Babson offers the following to assist employees with childcare needs:

Section 125 Dependent Care Flexible Spending Account benefit that allows eligible employees to set aside up to \$5,000 on a pre-tax basis into an account to be used for childcare expenses.

Childcare resource and referral services through the KGA Employee Assistance Program benefit.

Babson has an arrangement with the Wellesley Child Care Center, whereby the Center holds spaces for employees needing childcare.

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

Employee Wellness Program

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

Submission Note:

The URL above is an internal site.

Listing of current and past programs offered through Be Well@Babson:

- Boot Camp/Morning Workout
- Masters Swim Program
- Weight Lifting 101
- Weight Lifting 201
- Beginner Tennis
- Intermediate Tennis
- Tai Chi
- Zumba
- Volleyball
- 12 Week Walking Challenge
- 12 Week Individual Fitness Challenge
- 12 Week Team Fitness Challenge
- Supermarket Savvy Lunchtime Seminar by a Nutritionist
- Healthy Cooking Seminars/Demonstrations (including organic/sustainability)
- Acupuncture
- Stress Management Seminar

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

Does the institution 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 :

KGA, our employee assistance program, provides free counseling and web based services and programs for all employees and certain members of their households. Counselors at KGA provide short term counseling on family, financial, substance abuse, legal matters, etc. Their work life benefits include childcare and eldercare referral services, and the legal services include consultation with a network of attorneys.

Be Well@Babson was started in the fall of 2009 at Babson College. The program's focus is to educate, promote, and empower members of the Babson community to make healthier lifestyle choices. The Be Well@Babson program supports the importance of living a healthy life through the integration and introduction of wellness-based initiatives such as new exercise routines, stress management seminars, and eating healthy. Be Well@Babson highlights Babson's commitment to promoting and living a healthy lifestyle by educating Babson employees about the many ways in which they can start and continue to Be Well, at Babson and throughout their lives!

A new health management initiative started in 2011 by members of the Boston Consortium in an effort to encourage faculty and staff to live healthier lives. Healthy You emphasizes individual choice and responsibility through a voluntary program that focuses on wellness. It includes a range of resources to help faculty and staff avoid the risks that can lead to an illness or ongoing health issue, and to improve management of a chronic illness. Healthy You and Be Well have partnered to create even more opportunities for our employees to be healthy.

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

<http://www.babson.edu/offices-services/human-resources/Pages/home.aspx>

Socially Responsible Retirement Plan

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

"---" 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 :

The TIAA-CREF Social Choice account is no longer available as a core investment option in the plan, but participants may still invest in other socially responsible funds by setting up a brokerage account.

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

<http://www.tiaa-cref.org/>

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Shelley Kaplan

Associate VP

Facilities Mgmt & Planning

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.

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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

Shelley Kaplan

Associate VP

Facilities Mgmt & Planning

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.

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

Student-Managed Sustainable Investment Fund

Responsible Party

Shelley Kaplan

Associate VP

Facilities Mgmt & Planning

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

Sustainable Investment Policy

Responsible Party

Shelley Kaplan

Associate VP

Facilities Mgmt & Planning

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

Investment Disclosure

Responsible Party

Shelley Kaplan

Associate VP

Facilities Mgmt & Planning

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.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Community Sustainability Partnerships

Responsible Party

Shelley Kaplan

Associate VP

Facilities Mgmt & Planning

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 :

Community partnerships through the Bernon Center include:

1. Cradles to Crayons - their mission is to put new and gently-used children's essentials into the hands of Massachusetts families who need them most. From strollers and car seats to books and clothing, we hold drives to recycle items that enrich the lives of children and the people who love them.
2. The Natick Community Organic Farm is a non-profit, certified organic farm providing productive open space, food to the public, and hands-on education for all ages, year-round. Babson helps to connect volunteers with the farm. During the summer we have students that work at the farm and then students help with the harvest in the fall. We also help to raise awareness of the farm.
3. Waltham Fields Community Farm (WFCF) supports local hunger relief efforts by providing fresh produce to local food pantries, soup kitchens and shelters. Since its germination in the fertile minds of an idealistic crew of gleaners in 1995, WFCF has donated approximately 120,000 pounds of produce. During the summer we have students that work at the farm and then students help with the harvest in the fall. We have not worked with them since 2008, however.
4. Boston Food Bank - We hold food drives, first year student businesses partner with them, and we send volunteers to their location in Boston. The Food Bank annually distributes nearly 20 million pounds of food, for a total wholesale value of over \$41 million. The food is distributed to a network of more than 800 member feeding programs (including soup kitchens, food pantries and homeless shelters) throughout the nine counties in eastern Massachusetts. Volunteers work to sort incoming donations and package them for delivery.
5. Needham/Wellesley Housing Authority/Barton Road: Babson supports local low-income families living in public housing in these areas through a variety of programs. Some past programs have included holiday gift donations, tutoring and mentoring for children, family togetherness events, and computer classes. Babson helps to connect to mentors and/or program coordinators as well.
6. Habitat for Humanity: There is a dedicated Habitat organization on campus and we hold four alternative break trips to support the organization.

The website URL where information about sustainability partnerships is available :

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

Inter-Campus Collaboration on Sustainability

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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 :

1) In Nov. 2011, Babson hosted a Eco Rep Symposium for the schools in the northeast. The Symposium served as a collaborative space for students and sustainability coordinators to share and learn

from one another about successful student engagement programs for sustainability. School representatives gained insight into the key challenges facing Eco Reps and other peer-to-peer sustainability education programs and learned strategies to overcome them

2) The VP of facilities co-present with the sustainability coordinator at AASHE 2011. The presentation was "Sustainability and Facilities, friends not foes: A case study of the Babson approach to collaboration."

3) Babson's MBA Energy and Environmental Club had their annual conference in the spring of 2012. The theme for the conference this year was "Energy, Environment & Entrepreneurship: Challenging Assumptions, Changing Perceptions."

<http://babsonenergy.com/>

4) Babson wrote a paper for the Northeastern Sun Magazine. "Embracing the Triple Bottom Line - On campus and in the classroom, Babson College moves sustainability to its core"

<http://www.greeneru.com/About/news/Article%20Reprint%20-%20NESEA%20Northeast%20Sun%20Article%20>

[2011-11-29.pdf](#)

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member :

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

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

Tri-campus effort called Innovation, Design, Entrepreneurship, Arts, and Sciences: IDEAS for Environment and Sustainability with local schools Wellesley College and Olin College of Engineering began in 2009.

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

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

Babson currently has concentration in environmental sustainability. Babson on has one major available to students on campus, Business. However, there are many concentrations for the students. In the fall of 2011 students were offered to choose a concentration in environmental sustainability.

<http://www.babson.edu/undergraduate/academics/concentrations/pages/environmental-sustainability.aspx>

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

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

Sustainability in Continuing Education

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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.

Submission Note:

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

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

Does the institution offer continuing education courses that are focused on or related to sustainability? :

Yes

Number of sustainability continuing education courses offered :

1

Total number of continuing education courses offered :

31

Does the institution have a sustainability-related certificate program through its continuing education or extension department? :

No

A brief description of the certificate program :

Year the certificate program was created :

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

Community Service Participation

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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.

Submission Note:

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

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

The number of students engaged in community service :

1898

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

2998

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

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

Community Service Hours

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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.

Submission Note:

Total full time students is reported. The Bernon Center tracks this information.

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

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

27500

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

2988

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

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

Sustainability Policy Advocacy

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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.

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

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

No

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

Yes

Has the institution expressed intention to participate in the Designated Suppliers Program? :

No

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

Graduation Pledge

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :

Yes

A brief description of the graduation pledge program :

Yes, Babson started its graduation pledge in May 2012. This pledge was offered to all graduates and students will wear ribbons on their graduation gowns letting people know of their pledge.

Graduation Pledge -

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

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

Community Service on Transcripts

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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

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

Yes

A brief description of the practice :

Yes, for Bernon Scholars.

The website URL where information about the practice is available :

<http://www.babson.edu/offices-services/faith-and-service/bernon-center/pages/bernon-scholar-program.aspx>

Farmers' Market

Responsible Party

Shelley Kaplan
Associate VP
Facilities Mgmt & Planning

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

Does the institution host a farmers' market for the community? :

No

A brief description of the farmers' market :

We have had an annual event and are working to have one that happens more regularly.

For the flagship Food Day- nationwide on October 24, 2011- we hosted 45 food entrepreneurs, local producers and growers at our "Marketplace for Great Food and Great Ideas." Over 1,000 attendees from the Babson community and beyond attended this engaging conversation and tasting event on a beautiful fall Monday.

The website URL where information about the market is available :

Innovation

Innovation

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

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, 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.

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

Innovation 2

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.

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

Innovation 3

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, 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.

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

Innovation 4

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.

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

Supplemental

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
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

New Student Orientation

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :

Yes

Provide a brief description of the presentations, speakers or skits :

Yes a presentation is given to all first year students during orientation. A sustainability office is also available at the during move in for students to ask questions.

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :

Yes

Provide a brief description of the presentations :

RA and Peer mentors are trained about sustainability efforts on campus and how to engage with their residents on how to be more live green on campus.

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :

Yes

Provide a brief description of the activities :

Yes, the Sustainability Office has a table during first year move with information about sustainability initiatives and opportunities on campus.

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :

No

Provide a brief description of the efforts :

Does the institution incorporate sustainability into new student orientation in other ways? :

Provide a brief description :

Food Education

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices? :

No

Provide a brief description :

Are students educated in dining facilities about how to make eco-positive food choices? :

Yes

Provide a brief description :

Students are notified of which foods are locally sourced for every meal. Once a year there is also a fair for students in which meals are prepared using all local ingredients. Participants in this fair include the dining hall and local restaurants.

Are students educated during orientation about how to make eco-positive food choices? :

No

Provide a brief description :

Are students educated in other venues about how to make eco-positive food choices? :

Yes

Provide a brief description :

Babson College now has a department under the Lewis Institute which is called Food Sol. The purpose of this department is to educate students on food waste and consumption, and how to make eco-positive choices.

Food Sol -

<http://www.babson.edu/academics/centers/the-lewis-institute/pages/food-sol.aspx>

Is there a program by which students are encouraged to and/or taught how to grow their own food? :

Yes

Provide a brief description of the program :

There is a garden on campus that is organized and tended to by a faculty member. Interested students are invited to participate so they can learn more about the process and its benefits.

Food and Beverage Purchases

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

Criteria

Institution provides details of its food and beverage purchases.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :

17

The percentage of food and beverage expenditures that were grown within 100 miles of the institution :

3

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :

Do not use a tool. Vendors such as Baldor, our produce company send me a list of local produce and the name of the farm on a weekly basis. Fresh baked goods are delivered every day and are produced at local bakeries. Garelick farms sources milk from lo

List items procured for dining services from on-campus organic garden(s) :

None

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :

0

List all Fair Trade certified items purchased :

Coffee -

Dunkin- Whole Bean

Jazzman's - All Fair Trade and bird friendly.

Confinement-Free Food Purchases

Responsible Party

Dallase Scott

Sustainability Program Manager

Facilities Mgt & Planning

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

Responsible Party

Dallase Scott

Sustainability Program Manager

Facilities Mgt & Planning

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

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Type of hormone-free product purchased (1st product) :

Milk

Percentage purchased (1st product) :

100

Comments (1st product) :

Type of hormone-free product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of hormone-free product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of hormone-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of hormone-free product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Seafood Purchases

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product) :

Yes

Percentage purchased (1st product) :

100

Standard used (1st product) :

Seafood Watch guidelines

Comments (1st product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :

Tilapia

Percentage purchased (2nd product) :

100

Standard used (2nd product) :

Pacific Cod

Comments (2nd product) :

100

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product) :

Percentage purchased (3rd product) :

Standard used (3rd product) :

Comments (3rd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :

Percentage purchased (4th product) :

Standard used (4th product) :

Comments (4th product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product) :

Percentage purchased (5th product) :

Standard used (5th product) :

Comments (5th product) :

Dishware

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Does the institution offer reusable dishware at its dining services locations? :

Yes

Does the institution offer plastic dishware at its dining services locations? :

Yes

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :

No

Does the institution offer post-consumer recycled content dishware at its dining services locations? :

Yes

Does the institution offer biodegradable / compostable dishware at its dining services locations? :

Yes

Does the institution offer other types of dishware at its dining services locations? :

No

Provide a brief description. :

Energy Initiatives

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

Criteria

Institution provides details about its energy initiatives.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :

77

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :

3

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :

6

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :

1

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

0

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

n/a

The combined gross square footage of all buildings that are ENERGY STAR labeled :

86874

The names of all buildings that are ENERGY STAR labeled :

Mandell Family Hall

Pietz

Energy Use by Type

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal. :

7

The percentage of total electricity use from wind. :

0

The percentage of total electricity use from biomass. :

0

The percentage of total electricity use from natural gas. :

55

The percentage of total electricity use from solar PV. :

0

The percentage of total electricity use from geothermal. :

0

The percentage of total electricity use from nuclear. :

15

The percentage of total electricity use from hydro. :

6

The percentage of total electricity use from other. :

2

Provide a brief description. :

landfill gas and oil

The percentage of total energy used for heating buildings from coal. :

0

The percentage of total energy used for heating buildings from biomass. :

0

The percentage of total energy used for heating buildings from electricity. :

2

The percentage of total energy used for heating buildings from natural gas. :

87

The percentage of total energy used for heating buildings from geothermal. :

0

The percentage of total energy used for heating buildings from fuel oil. :

11

The percentage of total energy used for heating buildings from other. :

Provide a brief description. :

If cogeneration, please explain. :

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

Criteria

Institution provides details about its procurement efforts.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :

40

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :

Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :

14.50

Does the institution's vendor code or policy require vendors to use less packaging? :

Yes

Bike Sharing

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

The number of bicycles available through bike sharing programs :

12

Water Initiatives

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

Criteria

Institution provides details about its water initiatives.

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

Is there is a ban or restriction on selling or distributing bottled water on campus? :

No

Provide a brief description of any bottled water ban or restriction :

Does the institution meter any of its non-potable water usage? :

No

The percentage of urinals on campus that are waterless :

Endowment

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

Criteria

Institution provides details about its endowment.

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

The institution's total endowment market value as of the close of the most recent fiscal year :

242600000 US/Canadian \$

Date as of :

April 30, 2012

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

No

If yes, or if currently under consideration, provide a brief description :

n/a

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds) :

No

Size of capital commitments made within past 3 years :

Provide a brief description :

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

Yes

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

Yes

Do investment managers handle the details of proxy voting on environmental and social resolutions? :

No

Do investment managers handle the details of proxy voting on corporate governance resolutions? :

No

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :

No

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :

No

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :

No

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :

No

Does a single administrator determine proxy votes on environmental and social resolutions? :

No

Does a single administrator determines proxy votes on corporate governance resolutions? :

No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :

No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :

No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy

votes on environmental and social resolutions? :

No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :

No

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :

No

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :

No

Sustainability Staffing

Responsible Party

Dallase Scott

Sustainability Program Manager
Facilities Mgt & Planning

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

2.25

FTE staff on payroll :

1

FTE student intern/fellow :

0.25