



Tufts University *STARS REPORT*

Date Submitted: Aug. 1, 2011

Rating: Silver

Score: 62.73

Online Report: [Tufts University](#)

STARS Version: 1.0

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS[®]) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

[STARS 1.0](#), which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

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Summary of Results

Score 62.73

Rating: Silver

Education & Research	61.01%
Co-Curricular Education	14.22 / 18.00
Curriculum	28.63 / 55.00
Research	18.16 / 27.00
Operations	36.30%
Buildings	2.00 / 13.00
Climate	7.37 / 16.50
Dining Services	2.47 / 8.25
Energy	3.07 / 16.50
Grounds	2.25 / 3.25
Purchasing	5.59 / 7.50
Transportation	6.00 / 11.75
Waste	4.86 / 12.50
Water	2.51 / 10.25
Planning, Administration & Engagement	78.88%
Coordination and Planning	15.00 / 18.00
Diversity and Affordability	13.75 / 13.75
Human Resources	19.75 / 19.75
Investment	5.08 / 16.75
Public Engagement	25.30 / 31.75
Innovation	4.00
Innovation	4.00 / 4.00

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

Score 61.01%

Co-Curricular Education

Points Claimed 14.22

Points Available 18.00

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	Points
ER-1: Student Sustainability Educators Program	1.97 / 5.00
ER-2: Student Sustainability Outreach Campaign	5.00 / 5.00
ER-3: Sustainability in New Student Orientation	2.00 / 2.00
ER-4: Sustainability Outreach and Publications	4.00 / 4.00
Tier2-1: Student Group	0.25 / 0.25
Tier2-2: Organic Garden	0.25 / 0.25
Tier2-3: Model Room in a Residence Hall	0.00 / 0.25
Tier2-4: Themed Housing	0.00 / 0.25
Tier2-5: Sustainable Enterprise	0.00 / 0.25
Tier2-6: Sustainability Events	0.25 / 0.25
Tier2-7: Outdoors Program	0.25 / 0.25
Tier2-8: Themed Semester or Year	0.25 / 0.25

ER-1: Student Sustainability Educators Program

Score

1.97 / 5.00

Responsible Party

Tina Woolston

Director
Office of Sustainability

Criteria

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

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

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

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.

Submission Note:

Tufts was also home to one of the first "Student Sustainability Educators Programs", the original Eco-Reps program, which ran from 2001-2006. For information on that program, see <http://sustainability.tufts.edu/?pid=106>. We calculated "Students Served by Eco-Reps" by adding the number of residents that live in each dorm that is served by an Eco-Rep and an estimate of the students who attended events but did not live in those dorms. Number of degree seeking students is from the 2009-2010 school year.

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

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

7186

Program name (1st program):

Tufts Eco-Reps

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

2829

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

The position was advertised through various listservs and websites, and interested students were sent an application. The co-coordinators interviewed all applicants, and chose 10 Reps along with the guidance of the Director of the Tufts Office of Sustainability.

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

Before the program began, the Eco-Reps had a training day consisting of group development activities, the history of Eco-Reps at Tufts, a discussion of roles and responsibilities, the formulation of community standards, a brainstorm of activities, and a lecture on behavior change and social marketing. The formal training extends into the semester, as the Eco-Reps meet once a week to learn about about environmental issues and participate in leadership development.

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

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

The website URL for 1st Program:

<http://sustainability.tufts.edu/?pid=151>

Program name (2nd program):

Number of students served by the program (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 served by the program (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 served by the program (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:

ER-2: Student Sustainability Outreach Campaign

Score	Responsible Party
5.00 / 5.00	Antje Danielson Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program Tufts Institute of the Environment

Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign yields measurable, positive results in advancing sustainability.

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:

Other campaigns that fall under this category include: -RecycleMania -Campaign to Save Paper (a successful student campaign to reduce paper use by making duplex printing default on Tufts printers and encouraging professors to accept online or double-sided paper submissions)

"---" 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):

Trayless Dining Campaign

A brief description of the campaign(s):

This is an example of just one of Tufts' campaigns.

In the fall of 2009, students from the Tufts Experimental College class Environmental Action: Shifting from Saying to Doing engaged in a social marketing project in order to persuade Tufts Dining Services and their peers to support trayless dining in both of Tufts University's dining halls. These efforts resulted in a thirteen-day trayless dining pilot in one of the dining halls in March of 2010. Due to the positive impacts of this campaign, Tufts Dining has decided to implement trayless dining in both of its dining halls beginning in Fall 2010.

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

Data collection from this pilot period saw an 17.5% decrease in average electricity use (which did not include energy used to heat hot water) and a 30% decrease in average food waste per person over 10 days of the pilot, as well as significant support demonstrated from the student surveys. According these surveys, students participating in the trayless pilot considered Tufts more environmentally friendly compared with results from students surveyed before the campaign. (Average scores improved from 2.84 to 3.10 on a 1 to 5 scale, a statistically significant increase). The issue of trayless dining and its environmental impacts was also debated by 3 major on-campus publications, and led to increased awareness and discourse about student-run sustainability initiatives.

The website URL for the campaign:

<http://sustainability.tufts.edu/?pid=160>

ER-3: Sustainability in New Student Orientation

Score	Responsible Party
2.00 / 2.00	Tina Woolston Director Office of Sustainability

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming.

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

Submission Note:

For more information about TWO and FOCUS, see <http://www.tufts.edu/programs/tuftswilderness/> and <http://www.tuftsfocus.org/>. Jamie Engle is also a contact person for this information. She is the Coordinator for Orientation and Administration in the Student Services Center, jamie.engle@tufts.edu, (617) 627-3158.

"---" 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:

This has varied from year to year. Some examples are: green tours, Office of Sustainability open house, zero-waste meals with composting, green map and green living guide distribution (in new student packets), student mailers, trips to a local farmer's market, commuting student lunches, Jumbo Drop yard sale (reselling items donated by the students the previous spring), Recycling Olympics, educational displays in the dining halls, light bulb exchanges, tabling, information in the guide to on-campus living, an eco-fair and materials for Residential Advisors and Orientation Leaders to pass along to new students. Sustainability is also a fundamental tenet of the optional pre-orientations that Tufts offers, specifically TWO (a backpacking program) and FOCUS (a community service program). In TWO, students spend 5 days in the woods and have to live completely without waste, so everything that goes into the woods must come out. In FOCUS, there are multiple groups of approximately 10 students that are specifically dedicated to helping the environment.

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

ER-4: Sustainability Outreach and Publications

Score	Responsible Party
4.00 / 4.00	Tina Woolston Director Office of Sustainability

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
 - A sustainability newsletter
 - 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 grounds-keeping 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:

The Tufts University Office of Sustainability maintains a website that consolidates information about sustainability efforts at Tufts. The Office of Sustainability Website is a resource for students who wish to get involved with both on and off-campus sustainability events. It also documents efforts made at Tufts to make the campus sustainable, and raises awareness about issues such as climate change. The website is maintained on a regular basis and contains up to date information for students seeking information about sustainability at Tufts.

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

stars.aashe.org

sustainability efforts:

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

Does the institution have a sustainability newsletter?:

Yes

A brief description of the sustainability newsletter:

The weekly Office of Sustainability Newsletter includes on- and off-campus events, job opportunities, educational opportunities, and more. For example, a recent newsletter included information about Massachusetts's "Bay State Bicycle Week", a link to the new EPA report on climate change, and tips for saving energy in computer use. Interested students, staff, and faculty can easily sign up online, or sign-up sheets are available at many Office of Sustainability affiliated events.

The website URL for the sustainability newsletter:

<http://sustainability.tufts.edu/?pid=28&c=8>

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

Yes

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

In the Spring each year there is an undergraduate research day, many student sustainability research projects are presented here. In 2011, the theme was 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 :

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

There are also signs in the main parking garage explaining the energy-efficient LED lighting. There are signs on the Tisch Library roof, a prominent student and community gathering space, explaining the Library's "green roof" project (for more about this project, see <http://sustainability.tufts.edu/?pid=44>.) There are also signs on the Tufts-owned Fairmont House that call attention to the building's solar panels (<http://sustainability.tufts.edu/?pid=94>).

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

<http://sustainability.tufts.edu/?pid=12&c=19>

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:

The dining halls have signage that informs students about which produce items are locally grown. The Office of Sustainability distributes brochures on sustainable seafood and Fair Trade products. FEAST (Food Education and Action for Sustainability at Tufts) is an University organization that informs students about the importance of sustainable food production and promotes benefits of locally grown and organic produce, and the benefits of purchasing fair trade. FEAST maintains a website that students can visit to learn about these issues. Although the FEAST project is not currently being updated, the resources that it produced are still available online and in the dining halls.

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

<http://www.tufts.edu/programs/feast/fairtrade.htm>

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

No

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

As of Spring/Summer 2010 there are no such signs on campus, however, since 2004 some sections of campus grounds have been managed organically, so historically there were signs to alert the campus community to the benefits of this transition.

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

<http://sustainability.tufts.edu/?pid=14&c=22>

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

Yes

A brief description of the sustainability walking map or tour:

The Office of Sustainability distributes an “Eco Map of Tufts.” This is a campus map that identifies all of the sustainability hot-spots on campus. It marks bike racks, dining locations offering Fair Trade certified coffee, battery and ink cartridge pickup points, public transportation pick-up points, and much more.

The website URL of the sustainability walking map or tour:

<http://sustainability.tufts.edu/?pid=19&c=27>

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

Yes

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

The Office of Sustainability produces two pamphlets, one for the Boston campus and one for the Medford/Somerville campus, about green travel practices. These pamphlets include information about shuttles and public transportation, Zip Car service, and ride share services. They also provide statistics concerning the amount of CO2 saved by walking instead of driving, along with useful links for calculating fuel economy, fuel costs, and more. It highlights both the environmental and economical incentives for making your commute more sustainable. The pamphlet is available for pick-up at Tufts Department of Public Safety's parking desk, at the Office of Sustainability, in the student commuter house, at various events, through staff "Eco-Ambassadors" and can be downloaded from the website. The transportation page on the website contains more detailed information about alternative transportation at <http://sustainability.tufts.edu/?pid=15&c=23>.

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

<http://sustainability.tufts.edu/downloads/commuterpamphlet3.pdf>

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:

The Guide to Living & Working Green at Tufts provides much information for staff, faculty and students on sustainable practices they can use at Tufts and at home.

In addition, "Habitats," the publication for residents, contains a section on recycling and green living. This includes guidelines for recycling, saving energy, appliance use, and more. See <http://ase.tufts.edu/reslife/documents/Habitats.pdf> pages 25-26 for details.

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

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

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

Yes

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

Although there is not a specific "sustainability" beat, Tufts is small enough that almost all sustainability related events are covered by the news section. Additionally, the editorial section often features sustainability-related pieces. Although exactly how many sustainability-related articles ran in the past year is difficult to quantify, a query for "sustainability" on the Tufts Daily website returned about 30 relevant articles from the 2009-2010 school year.

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

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

Yes

A brief description of this material:

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

The website URL for this material:

<http://www.tufts.edu/tuftsrecycles/staffandstudentresources.html>

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

stars.aashe.org

Yes

A brief description of this material:

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

The website URL for this material:

<http://sustainability.tufts.edu/?pid=122>

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

Yes

A brief description of this material:

The Office of Sustainability maintains a Twitter account with daily Tweets related to sustainability issues, relevant to Tufts, regionally, nationally and globally.

The website URL for this material:

<http://www.twitter.com/TuftsOOS>

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

Yes

A brief description of this material:

The Tufts Institute for the Environment and the Office of Sustainability produce “Green Living: Environmentally Friendly Tips for Off-Campus Students.” This pamphlet helps students living off-campus achieve more sustainable lifestyles. It has tips for recycling and saving energy. The advice in this pamphlet is specific to the neighborhoods right off campus that Tufts students live in, which makes it a very useful tool for Tufts students.

The website URL for this material:

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

material):

Yes

A brief description of this material:

The Tufts Climate Initiative (now a part of the Office of Sustainability) produces a lighting brochure providing information about compact florescent bulbs, shutting off lights and motion sensors, and the Tufts light bulb exchange. The brochure also provides climate change facts, as well as ways to "be a climate hero" such as insulating your home and buying energy star appliances.

The website URL for this material:

<http://sustainability.tufts.edu/downloads/lightingbrochure.PDF>

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

Yes

A brief description of this material:

The Tufts Climate Initiative (now a part of the Office of Sustainability) produces a computer brochure highlighting the myths and realities surrounding computer energy use. It also explains in detail how to save energy by enabling the power management feature on your computer. The brochure also provides climate change facts, as well as ways to "be a climate hero" such as eating less meat and using the thermostat.

The website URL for this material:

http://sustainability.tufts.edu/downloads/Computer_brochures.pdf

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

Yes

A brief description of this material:

Several Facebook Accounts are maintained by the Office of Sustainability, including the Eco-Reps and Eco-Ambassador pages.

The website URL for this material:

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

Yes

A brief description of this material:

University Information Technology (UIT) created guidelines for how to use the energy saving features on your computers.

The website URL for this material:

https://wikis.uit.tufts.edu/confluence/download/attachments/20419788/greencomputing_3

Tier2-1: Student Group

Score

0.25 / 0.25

Responsible Party

Tina Woolston

Director
Office of Sustainability

Submission Note:

There are also many other student groups that address certain aspects of sustainability. The Tufts Energy Forum (formerly the Energy Security Initiative) serves as a forum for discussion of all issues related to energy, and allows students to conduct original, international research on various energy topics. Their website can be found at <http://www.tuftsgloballeadership.org/programs/tef>. Other groups include Engineers Without Borders (<http://ase.tufts.edu/ewb/index.html>), Fletcher GREEN (a graduate group), Students for Sustainable Business (<http://fletcher.tufts.edu/netimpact/>), and the Fletcher Energy Consortium (<http://fletcher.tufts.edu/FLEC/>).

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

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

Yes

A brief description of the student group:

Members of the Tufts Sustainability Collective (TSC), previously Environmental Consciousness Outreach (ECO), plan events that increase environmental awareness on and off campus. There are approximately 20 students in this organization but they reach a much larger group of students through campus events. They strive to create a more sustainable campus through the following pathways: coordinating with dining services to promote fair trade, local and organic food, hosting and promoting a month long energy reduction campaign in which students are encouraged to turn lights and electronics off, participating in the nation-wide initiative "Think Outside the Bottle." There are four branch organizations under TSC, Students for a Just and Stable Future (SJSF), Tufts Bike Share, Tufts Against Plastic (TAP), and the Student Garden that carry out their own projects.

The website URL where information about the student group is available:

<http://groups.google.com/group/tufts-sustainability-collective>

Tier2-2: Organic Garden

Score

0.25 / 0.25

Responsible Party

Mae Humiston
Tufts Garden Club Head
Student

"---" 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:

The student garden currently consists of nine raised beds of various dimensions, a cold frame and a tool shed and has plans to expand. The garden was created in Fall 2010 by the students of the Experimental College course "Emerging Alternatives in Modern Agriculture". In this course, students learned about growing techniques, composting, soil quality, vegetable varieties, and more. They used the garden as a space to put what they have learned into practice. Currently, the garden is taken care of by members of the Tufts Sustainability Collective.

The website URL where information about the garden is available:

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

Tier2-3: Model Room in a Residence Hall

Score

0.00 / 0.25

Responsible Party

Tina Woolston

Director
Office of Sustainability

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

Tier2-4: Themed Housing

Score

0.00 / 0.25

Responsible Party

Tina Woolston

Director
Office of Sustainability

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

Tier2-5: Sustainable Enterprise

Score

0.00 / 0.25

Responsible Party

Tina Woolston

Director
Office of Sustainability

Submission Note:

Until Fall 2011, Tufts University did have a sustainable enterprise, the RezQuad Café. This completely student run coffee shop sold fair trade coffee and food and ten percent of the proceeds were donated to Oxfam America. The Fletcher School also has a sustainable business club, Net Impact. (<http://fletcher.tufts.edu/netimpact/>)

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

Tier2-6: Sustainability Events

Score	Responsible Party
0.25 / 0.25	Vincent Manno Associate Provost Office of the Provost

"---" 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):

The university holds major events related to sustainability. We have had guest speakers, conferences, and symposium. For example: for the past three years there have been monthly events through the Tufts Energy and Climate Forum (Follow this link for the archive of past forums <http://environment.tufts.edu/?pid=45&c=60>). In 2009 Erin Brockovich visited campus to give a lecture on environmental justice. In 2008, Students attended a "Focus the Nation" symposium hosted on campus. The student organization, Tufts Energy Forum, hosts an annual conference on alternative energy and sustainable energy practices (<http://tuftsenergyconference.com/>). In 2009, we hosted an "Eco-Reps" Seminar (<http://sustainability.tufts.edu/?pid=136&c=49>) as well as an Earth Day film series (<http://sustainability.tufts.edu/?pid=6&c=11>.)

Tufts is one of the seven international universities chosen by Dow to participate in the Dow Sustainability Student Innovation Challenge (<http://engineering.tufts.edu/research/gradresearch/dowinnovationchallenge.htm>) Tufts focused a major university-wide Research day in March 2006 and in Spring 2011 on sustainability (<http://www.tufts.edu/central/research/researchdays/RD3/index.htm>)

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

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

Tier2-7: Outdoors Program

Score	Responsible Party
0.25 / 0.25	Joshua Elliot Tufts Mountain Club President Tufts Mountain Club

"---" 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:

Tufts has two such programs, the Tufts Mountain Club and Tufts Wilderness Orientation. The Tufts Mountain Club (TMC) organizes weekend and day long outdoor adventures. They maintain a lodge in New Hampshire that is available to Tufts students for weekend trips. Both students in TMC and non-TMC members can visit the lodge and partake in the outdoor activities. TMC also holds on-campus events promoting outdoor activities and conservation.

Tufts Wilderness Orientation (TWO) is a 5-day experience for incoming freshmen the week before school starts. Each year, over 200 freshmen come to Tufts in late August to embark on one of 25 student-led backpacking, canoeing, hybrid, and trail crew trips. Freshmen learn outdoors skills and Leave No Trace principles while easing their transition to Tufts. For more information about Tufts Wilderness Orientation, see <http://www.tufts.edu/programs/tuftswilderness/>

The website URL where information about the program is available:

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

Tier2-8: Themed Semester or Year

Score

0.25 / 0.25

Responsible Party

Mindy Nierenberg

Tisch College Senior Program Manager
Tisch College

"---" 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?:

Yes

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

The Tufts University Common Reading Program is designed to furnish all incoming first year and transfer students with a shared intellectual experience, providing a foundation for critical thinking. The book also fosters conversation among peers, Orientation Leaders and faculty, anchoring certain Orientation Week events and engendering a sense of community that helps to ease the transition to college life. In 2008, the book was *The Blue Death: Disease, Disaster, and the Water We Drink* by Robert D. Morris, and raised issues of water security and water infrastructure sustainability.

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

The Blue Death: Disease, Disaster, and the Water We Drink-Robert D. Morris

The website URL where information about the theme is available:

Curriculum

Points Claimed 28.63

Points Available 55.00

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	Points
ER-5: Sustainability Course Identification	3.00 / 3.00
ER-6: Sustainability-Focused Courses	2.56 / 10.00
ER-7: Sustainability-Related Courses	2.04 / 10.00
ER-8: Sustainability Courses by Department	5.98 / 7.00
ER-9: Sustainability Learning Outcomes	2.05 / 10.00
ER-10: Undergraduate Program in Sustainability	4.00 / 4.00
ER-11: Graduate Program in Sustainability	4.00 / 4.00
ER-12: Sustainability Immersive Experience	2.00 / 2.00
ER-13: Sustainability Literacy Assessment	0.00 / 2.00
ER-14: Incentives for Developing Sustainability Courses	3.00 / 3.00

ER-5: Sustainability Course Identification

Score	Responsible Party
3.00 / 3.00	Antje Danielson Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program Tufts Institute of the Environment

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. 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:

Note that the website URL above for the sustainability course inventory is not exactly the same as the full list of sustainability courses, as the definition was not used as methodology for selecting them.

"---" 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?:

To meet the present needs through fostering systems that are ecologically sound, economically viable, socially equitable and ensure the health and well-being of its members, while not compromising the ability of future generations to meet their needs.

Courses that are related to sustainability deal with one or more of these principles and frame those principles with the concept of sustainability. A class about social equity would not be included unless social equity is taught as an integral component of sustainability.

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:

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

https://webcenter.studentservices.tufts.edu/coursedesc/course_desc_by_dept.aspx

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

Yes

The website URL where the sustainability course inventory is posted:

<http://sustainability.tufts.edu/?pid=199>

ER-6: Sustainability-Focused Courses

Score

2.56 / 10.00

Responsible Party

Antje Danielson

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

Criteria

Institution 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*.

Submission Note:

The list of sustainability focused courses includes courses offered at the undergraduate and graduate courses in the School of Arts and Sciences, the School of Engineering and the Fletcher School of Law and Diplomacy from Fall 2008 through Spring 2011. Each course is only counted once, regardless of how many times it was offered during this time frame.

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

The number of sustainability-focused courses offered :

51

The total number of courses offered :

1996

Number of years covered by the data:

Three

A list of sustainability-focused courses offered:

Anthropology

ANTH149-15 Energy, Environment, and Empire

Biology

BIO144- Principles of Conservation Biology, Michael Reed, David DesRochers

BIO180- Seminar in Conservation Biology, Michael Reed

BIO181- Tropical Ecology and Conservation, Colin Oreans

Chemical and Biological Engineering

CHBE173- Clean Energy Technologies and Policy Issues, Maria Flytzani-Stepha, William Moomaw

Civil and Environmental Engineering

CE149- Earth Support Systems, Michael Paster

CE158- Occupational and Environmental Health, Anne Marie Desmarais, David Gute

CE172- Fate and Transfer of Environmental Contaminants, John Durant

CE173- Health Effects and Risk Assessment, Anne Marie Desmarais

CE175- Hazardous Materials Safety, Anne Marie Desmarais

CE265/UEP265- Corporate Management of Environmental Issues, Ann Rappaport

CE267- Methods in Environmental Impact Assessment

Community Health

CH184- Globalization and Health, Ray Hyatt

Economics

EC030/ENV030- Environmental Economics, Ekaterina Gnedenko

Engineering Science

ES025/ENV025- Environment and Technology, Anne Desmarais

ES027/ENV027- Environmental Health and Safety, David Gute

ES125- Science and Technology of Atmospheric Change

Engineering-Introduction

EN048- Waste Not Want Not - The Engineering Aspects of Reuse/Recycling, Christopher Swan

EN076- Climate Change in Engineering (CEE), John Durant

Environmental Studies

ENV091- Environmental Preservation and Improvement, George Ellmore, Michael Reed

ENV94/UEP094- Environmental Policy Planning and Politics, Rusty Russell

ENV278/UEP 278- Environmental Justice, Security and Sustainability, Julian Agyeman, Loh Penn

Experimental College

EXP022-S- Modeling Alternative Energy: Engineering for Non-engineers

EXP024-S- Energy and Society, Ekaterina D. Titova, Tyler J. Cooper

EXP024-S-Going Green: A Practical Guide to Environmentalism, Warren Wertheim, Kristine J Babick

EXP046-F- Environmental Action: Shifting from Saying to Doing, Tina Woolston, Negin Toosi

EXP072-F- Climate Change and the Law, Lisa Hodes

EXP097-AS- Quidnunc: Sustainable Development in Nicaragua

Fletcher School

DHP P255 International Energy Policy

DHP P258 Clean Energy Technologies and Policy Issues

EIB E246 Natural Resource and Environmental Economics

EIB B280 The Global Food Business

ILO L223 International Environmental Law

DHP P250 Elements of International Environmental Policy

DHP P251 International Environmental Negotiations, William Moomaw

CIS 201 University Seminar: Water and Diplomacy: Integration of Science, Engineering and Negotiation, William Moomaw and Shafiqul Islam

CIS 202 University Seminar: Interdisciplinary Approaches to One Health: People, Animals and the Environment

DHP P253 Sustainable Development Diplomacy

DHP P254 Climate Change Policy, Kelly Sims Gallagher
EIB E243 Agriculture and Rural Development in Developing Countries
DHP P256 Innovation for Sustainable Prosperity

Mechanical Engineering
ME114- Solar Energy

Political Science
PS138 – Cultural Environmental Politics, Nancy Gleason
PS188 – Global Environmental Politics, Nancy Gleason
PS195/UEP294-03- Seminar: Politics of Sustainable Communities, Kent Portney
PS253 – Sustainable Development Diplomacy, William Moomaw, Hans Hoogeveen and Patrick Verkooijen

Urban and Environmental Policy and Planning
UEP172- Strategies for Social Change
UEP221- Climate Change Policy, Planning and Action, Ann Rappaport
UEP281- Chemicals, Health and the Environment, Sheldon Krinsky
UEP284- Developing Sustainable Communities, Julian Agyeman
UEP294- Green Urban Design, Christine Cousineau

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

<http://sustainability.tufts.edu/?pid=199>

A copy of the sustainability course inventory:

[TuftsSustainabilityFocusedCoursesFA08toSP11.pdf](#)

ER-7: Sustainability-Related Courses

Score

2.04 / 10.00

Responsible Party

Antje Danielson

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

Criteria

Institution 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*.

Submission Note:

The list of sustainability related courses includes courses offered at the undergraduate and graduate courses in the School of Arts and Sciences, the School of Engineering and the Fletcher School of Law and Diplomacy from Fall 2008 through Spring 2011. Each course is only counted once, regardless of how many times it was offered during this time frame.

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

The number of sustainability-related courses offered :

122

The total number of courses offered :

1996

Number of years covered by the data:

Three

A list of sustainability-related courses offered:

American Studies
AMER066/166- Representing the Environment
AMER141/ELS141- Innovative Social Enterprises, Felice Shapiro
AMER185- Native American Issues – Politics of Representation

Anthropology

ANTH015- Native Peoples and Indigenous Rights in South America, David Guss

ANTH020- Global Cities, Cathy Stanton

ANTH185- Native American Issues

Art History

FAH095- Boston Architecture and Urbanism

Astronomy

AST010-Wanderers in Space, Kenneth Lang

Biology

BIO007/ENV007- Environmental Biology, Colin Orians, Michael Reed

BIO010/ENV010- Plants and Humanity, George Ellmore

BIO014- Organisms and Populations, Francie Chew, George Ellmore, Harry Bernheim

BIO051/ENV051- Experiments in Ecology, Francie Chew, Sara Lewis, Philip Starks, George Ellmore, David DesRochers, Colin Orians

BIO142- Population and Community Ecology, Francie Chew

BIO143- Evolutionary Ecology, Erik Dopman

BIO164/ENV164- Marine Biology, Jan Pechenik

Chemical and Biological Engineering

CHBE136/CE136- Air Pollution Control, Wayne Chudyk

CHBE138/CE138- Hazardous Waste Treatment Technologies, Larry Cohen

CHBE170- Technological Processes and the Environment

CHBE193 – Electronic Devices for Energy Applications, Matthew J. Panzer

Chemistry

CHEM008/CE030- Environmental Chemistry, Jonathan Kenny, John Durant, Natalie Capiro

CHEM167/CE167- Environmental Toxicology, Anne Marie Desmarais

Chinese

CHNS108- Rural and Urban China Through Cinema, Xueping Zhong

Civil and Environmental Engineering

CE001- Introduction to Civil and Environmental Engineering, Kurt Pennell

CE032- Environmental Engineering Principles, Steven Chapra, Wayne Chudyk, Kurt Pennell

CE054/CH54/ENV54- Fundamentals of Epidemiology, Mark Woodin

CE070/ENV70- Introduction to Hazardous Materials Management, Anne Marie Desmarais

CE093- Special Topics in Civil and Environmental Engineering (Spring), Christopher Swan, John Durant

CE094- Special Topics in Civil and Environmental Engineering (Fall), Brian Brenner

CE099- Internship in Civil and Environmental Engineering, Brian Brenner, Betsy Kulamer

CE103- Water Quality Monitoring, Steven Chapra

CE112/ENV112- Hydrology/Water Resource, Shafiqul Islam, Richard Vogel

CE113/GEO113- Groundwater, Grant Garven

CE131- River Hydraulics and Restoration, Richard Vogel

CE132- Environmental Engineering Processes, Andrew Ramsburg

CE133- Wastewater Plant Design, Wayne Chudyk

CE137- Public Health, David Gute

CE139- Bioremediation: Natural and Enhanced, Wayne Chudyk

CE142- Advanced Soil Mechanics, Christopher Swan
CE143- Site Remediation, Wayne Chudyk
CE194/GEO132- Groundwater Chemistry and Quality, Grant Garvin
CE201/UEP201/ENV201- Land Use Planning II, Jon Witten
CE202- Environmental Statistics, Richard Vogel
CE207/UEP207/ENV207- Environmental Law, Robert Russell
CE212- Chemical Principles in Environmental and Water Resources Engineering, Wayne Chudyk
CE213- Transport Principles in Environmental and Water Resources Engineering, Andrew Ramsburg
CE214- Environmental and Resource Systems, Annette Huber-Lee and Richard Vogel
CE239- Physicochemical Processes in Water and Wastewater
CE240- Principles of Wastewater Treatment
CE241/MPH241- Biology Water and Health, David Gute

Community Health

CH099- Special Topics: Social Movements and Public Health, Kevin Irwin
CH104- Women and Health, Alissa Spielberg
CH188- Special Topics: Computer and Intelligent Medicine, Simon Glickman

Economics

EC048- Health Economics, Andrea Balan Cohen and Emilia Simeonova
EC124- State and Local Public Finance, Thomas Downes
EC127- Urban Economics, Anna Hardman
EC130- Topics in Environmental Economics, Ekaterina Gnedenko
EC132- Economics of Energy Markets, Gilbert Mitcalf
EC135- Topics in Economic Development
EC144- Income Inequality, Poverty and Economic Justice, Linda Loury
EC165- Labor and Global Supply Chains, Drusilla Brown

Education

ED164/PJS164- Education for Peace and Justice, Deborah Donahue-Keegan and Kathleen Weiler

Engineering-Introduction

EN020- Clean Your Room (CEE)
EN021- Computers and the Environment (CEE), Richard Vogel
EN038- Environmental Measurements (CEE)
EN068- Ecology of Business (CEE), Stephen Levine

English

ENG160/ENV160/PSJ150- Environmental Justice and U.S. Literature, Elizabeth Ammons

Nutrition

NUTR215/UEP223- Fundamental of U.S. Agriculture, Tim Griffin
NUTR233- Agriculture Science and Politics I, Tim Griffin
NUTR324/DHP213 – Humanitarian Politics, Peter Walker
NUTR327– Food Systems, Hugh Joseph
NUTR333- Agriculture Science and Politics II, Tim Griffin

Environmental Studies

ENV099- Environmental Internship, George Ellmore
ENV193-02/UEP232- Introduction to GIS, Barbara Parmenter
ENV196-05/UEP294-05- Remote Sensing, Eman Ghoneim
ENV200-01/UEP200- Land Use Planning, Jon D. Witten

ENV286-01/UEP286- Environmental Ethics, Sheldon Krinsky

Experimental College

EXP021-F- Eco-Psychology

EXP038-S- The Consumer Society

EXP058-CF- Marketing for Social Change, Dorie Clark

EXP065-F- Healing Plants: Culture and Ecology in South America, Angela Steward, Selena Ahmed

EXP085-S- Ethical Leadership in Business, Steve Frigand

Fletcher School

DHP P214: Introduction to Global Health

EIB B284: Petroleum in the Global Economy

DHP D236: Global Migration and Displacement

DHP D237: Nutrition in Complex Emergencies: Policies, Practice and Decision-making

EIB E215m: Empirical Topics in Globalization

DHP P216: Resilience Audits in International Humanitarian Policy and Public health

EIB E247 Economic Development and Econometric impact evaluation

DHP P290: Migration and Transnationalism in Latin America

Geology

GEO002- Environmental Geology w/Lab, Jack Ridge, Jacob Benner, Anne Gardulski, Molly McCanta

GEO005- Introduction to Oceanography, Anne Gardulski

GEO115- Quaternary and Glacial Geology, Jack Ridge

History

HIST103- Consumption, Power and Identity: Food and Clothing in Modern Times, Ina Baghdiantz McCabe

Peace and Justice Studies

PJS111/SOC111- Social Change and Community Organizing

PJS114- Social Movements in American Politics

PJS135-01/SOC135- Social Movements, Matthew Gregory

PJS141/Phil141- Global Justice, Lionel McPherson

Philosophy

PHIL024- Intro to Ethics, David Denby

PHIL124- Bioethics, Mitchel Silver

Physics

PHY005- The Nuclear Age-Its Physics and History

Political Science

PS173- International Environmental Politics

PS188-20 – Politics of International Environmental Negotiation, Nancy Gleason

PS194- U.S. Environmental Policy, Kent Portney

PS250 – Elements of International Environmental Policy, William Moomaw

Psychology

PSY013- Social Psychology, Sina Nathanson

Sociology

SOC050- Globalization and Social Space, Anna da Silva, Paul Joseph

SOC113- Urban Sociology, Ryan Centner

SOC184/UEP273- Non-profits, States and Markets, Susa Ostrander

Urban and Environmental Policy and Planning
UEP122- Biotechnology: Social and Environmental Issues, Sheldo Krimsky
UEP166- Environment, Development, and Security in International Politics, Ingar Palmlund, Ann Urosevich,
Maria Nicolau
UEP171- Planning Challenges
UEP173- Transportation Planning, Mark Chase
UEP 174- Clean Air and Water, Rusty Russell
UEP178- Planning for Low Impact Development, Jon D. Witten
UEP191- Philanthropy and Fundraising, Patricia Bonner-DuVal, Sylvia Johnson
UEP205- Urban Planning and Design, Christine Cousineau
UEP262- Environmental Economics
UEP267- Methods in Environmental Impact Assessment
UEP279- Water Resources Policy and Planning and Watershed Management, Scott Horsley
UEP283- Environmental Communication and Education
UEP290- Integrated Assessment of Freshwater Resources: Issues and Methods

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

<http://sustainability.tufts.edu/?pid=199>

A copy of the sustainability course inventory:

[TuftsSustainabilityRelatedCoursesFA08toSP11.pdf](#)

ER-8: Sustainability Courses by Department

Score

5.98 / 7.00

Responsible Party

Antje Danielson

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

Criteria

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

Submission Note:

Based on Tufts departments in the School of Arts & Sciences and interdisciplinary studies and programs (listed at <http://as.tufts.edu/academics/departmentsprograms.htm>), the School of Engineering (<http://engineering.tufts.edu/academics/departments.htm>) and the Fletcher School. Interdisciplinary studies and programs that do not hold their own courses or that were already counted in the major departments were omitted.

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

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

30

The total number of departments that offer courses:

39

A list of departments that offer sustainability courses:

American Studies
Anthropology
Art & Art History
Biology
Center for Environmental and Resource Policy
Chemical and Biological Engineering
Chemistry
Chinese
Civil and Environmental Engineering
Community Health
Economics
Education

Engineering Science
Engineering Introduction
English
Agriculture, Food and Environment
Environmental Studies
Experimental College
Geology
History
Mechanical Engineering
Peace and Justice Studies
Philosophy
Physics & Astronomy
Political Science
Psychology
Sociology
Urban & Environmental Policy and Planning

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

<http://sustainability.tufts.edu/?pid=199&c=55>

A copy of the sustainability course inventory :

[Tufts Sustainability Courses.doc](#)

ER-9: Sustainability Learning Outcomes

Score

2.05 / 10.00

Responsible Party

Vincent Manno

Associate Provost
Office of the Provost

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.

Submission Note:

The numbers of graduates are from the 2009-2010 academic year. Still waiting on numbers for Fletcher's Int'l Environment and Resource Policy graduates

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

The number of graduates covered by the sustainability learning outcomes:

540

Total number of graduates :

2638

A list of degree programs that have sustainability learning outcomes:

Environmental Studies

Urban and Environmental Policy and Planning

Community Health

Geology

Biology

Peace and Justice

Economics

Law and Diplomacy, International Environment and Resource Policy Concentration

International Relations: Global Health, Nutrition, and the Environmental Concentration

International Relations: International Environmental Economics Concentration

Civil Engineering

Environmental Engineering
Environmental and Water Resources Engineering
Water: Systems, Science, and Society Certificate
Civil and Environmental Engineering Certificate
Community and environmental studies Certificate
Environmental Management Certificate

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:

<http://sustainability.tufts.edu/?pid=199&c=55>

A copy of the sustainability course inventory :

[Tufts Sustainability Courses.doc](#)

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

Sample Sustainability Learning Outcomes from the Environmental Engineering Department:

1. Understand the interaction between natural and built environments
2. Connect environmental, structural, geotechnical, and water resources disciplines, as well as interdisciplinary studies in areas such as architecture, geology, chemistry, environmental health, and environmental policy
3. Develop skills in mathematics through differential equations, probability and statistics, calculus-based physics, and general chemistry
4. Gain a deeper understanding of earth and biological sciences as related to their chosen fields of interest
5. Conduct laboratory experiments, critically analyze and interpret data, and create integrated and holistic designs
6. Gain a practical understanding of civil and environmental engineering
 - a) Gaining knowledge about bidding versus quality-based selection processes
 - b) How the design professionals and the construction professions interact to construct a project
 - c) The importance of professional licensure and continuing education
 - d) The roles and responsibilities of public institutions and private organizations pertaining to environmental engineering.

ER-10: Undergraduate Program in Sustainability

Score	Responsible Party
4.00 / 4.00	Vincent Manno Associate Provost Office of the Provost

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):

Environmental Studies

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

<http://environment.tufts.edu/?pid=33>

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

Bachelor of Science in Environmental Engineering

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

<http://engineering.tufts.edu/cee/academics/undergraduate/majorsBSEVE.asp>

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):

ER-11: Graduate Program in Sustainability

Score	Responsible Party
4.00 / 4.00	Vincent Manno Associate Provost Office of the Provost

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.

Submission Note:

STARS won't recognize the link for the Masters of Arts in Law and Diplomacy, Fletcher School (International Environment and Resource Policy concentration), here it is: <http://fletcher.tufts.edu/academic/fos/environment.shtml>

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

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

Yes

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

Master of Arts in Urban and Environmental Policy & Planning

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

<http://ase.tufts.edu/UEP/Degrees/MA.aspx>

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

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

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

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

Master of Engineering in Environmental and Water Resources Engineering

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

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

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

Other graduate-level degree programs include:

Master of Engineering in Civil and Environmental Engineering -

<http://engineering.tufts.edu/cee/academics/graduate/certificateCee.asp>

Master of Engineering in Environmental Management -

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

ER-12: Sustainability Immersive Experience

Score	Responsible Party
2.00 / 2.00	George Ellmore Associate Professor Biology

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:

Tufts in Talloires is a six-week summer program for college students from Tufts and other universities. Courses are designed to take advantage of Talloires' ideal location in the center of Europe, as well as its striking alpine setting. The local tradition of sustainable living is used as a lens for all courses, even if they are not specifically sustainability-focused, although many are. Past courses include Appropriate Technology in Sustainable Engineering, Environmental Economics, and "The Emerging Global Health Crisis." The Talloires experience extends outside the classroom, as students live with local families and spend free time participating in organized outdoor activities and learning about local customs and sustainable initiatives.

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

<http://ase.tufts.edu/frenchalps/programs/talloires.asp>

ER-13: Sustainability Literacy Assessment

Score

0.00 / 2.00

Responsible Party

Vincent Manno

Associate Provost
Office of the Provost

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.

ER-14: Incentives for Developing Sustainability Courses

Score	Responsible Party
3.00 / 3.00	Antje Danielson Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program Tufts Institute of the Environment

Criteria

Institution has 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.

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

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

Yes

A brief description of the program(s):

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

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

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

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

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

Funds are also provided for the development of new sustainability courses and programs. For example:

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

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

Three Experimental College (<http://www.excollege.tufts.edu/>) courses have been funded.

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

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

The website URL where information about the program is available:

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

Research

Points Claimed 18.16

Points Available 27.00

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	Points
ER-15: Sustainability Research Identification	3.00 / 3.00
ER-16: Faculty Involved in Sustainability Research	3.71 / 10.00
ER-17: Departments Involved in Sustainability Research	3.45 / 6.00
ER-18: Sustainability Research Incentives	6.00 / 6.00
ER-19: Interdisciplinary Research in Tenure and Promotion	2.00 / 2.00

ER-15: Sustainability Research Identification

Score	Responsible Party
3.00 / 3.00	Antje Danielson Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program Tufts Institute of the Environment

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research?:

Yes

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

Definition developed by the 2010/11 Tufts Faculty Roundtable on Sustainability

The idea of sustainability, as we understand it, was developed to describe human practices that actively protect and do not negatively affect the earth natural ecosystem's ability to support healthy biological systems and human well-being now and in the future. Human practices have environmental, economic, and social dimensions that need to be considered in the context of sustainability.

Any research project that looks at the impact of human interactions with the environment, directly or indirectly, is considered sustainability research.

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

Yes

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

Although many departments and faculty conduct research concerning sustainability, only a few departments have actively compiled this information. The first is the Tufts School of Engineering, which lists information about the engineering school's "Sustainability Faculty" and their research at <http://engineering.tufts.edu/research/engsustainability/faculty.htm>. The Tufts Institute of the Environment (TIE) has compiled a link of faculty currently pursuing environmental and sustainability research. TIE has also compiled a list of institutions affiliated with Tufts that publish environmental and sustainability research, available at <http://environment.tufts.edu/?pid=32&c=40>. Links to all of these lists can now be found on the Tufts Office of Sustainability website at <http://sustainability.tufts.edu/?pid=192&c=53>.

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

Yes

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

<http://sustainability.tufts.edu/?pid=201>

ER-16: Faculty Involved in Sustainability Research

Score	Responsible Party
3.71 / 10.00	Antje Danielson Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program Tufts Institute of the Environment

Criteria

Institution's faculty members conduct research on sustainability topics.

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

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

The number of faculty members engaged in sustainability research:

72

The total number of faculty members engaged in research:

776

Names and department affiliations of faculty engaged in sustainability research:

Albert Robbat, Chemistry
Alex Stenkovich, Electrical and Computer Engineering
Andrew Ramsburg, Civil and Environmental Engineering
Anil Saigal, Mechanical Engineering
Ann Rappaport, Urban and Environmental Policy and Planning
Anne Gardulski, Geology
Babak Moaveni, Civil and Environmental Engineering
Barbara Paramenter, Urban and Environmental Policy and Planning
Chris Rogers, Mechanical Engineering
Christopher Swan, Civil and Environmental Engineering
Colin Orians, Biology
Dale Bryan, Peace and Justice Studies
Daniel Ryder, Chemical Engineering
David Gute, Civil and Environmental Engineering
Doug Brugge, School of Engineering

Elena Naumova, Civil and Environmental Engineering
Eric Miller, Electrical and Computer Engineering
Frank Ackerman, Fletcher School of Law and Diplomacy
Gary Leisk, Mechanical Engineering
George Ellmore, Biology
Gilbert Metcalf, Economics
Grant Garven, Geology
Howard Saltsburg, Chemical Engineering
Hyunmin Yi, Chemical Engineering
Jack Ridge, Geology
James Jennings, Urban and Environmental Policy and Planning
Jeff Griffith, School of Engineering
Jeff Hopwood, Electrical and Computer Engineering
Jeff Zabel, Economics
Jerry Meldon, Chemical Engineering
John Durant, Civil and Environmental Engineering
Jonathan Kenny, Chemistry
Julian Agyeman, Urban and Environmental Policy and Planning
Justin Hollander, Urban and Environmental Policy and Planning
Kelly Sims-Gallagher, Fletcher School
Kent Portney, Political Science
Kurt Pennell, Civil and Environmental Engineering
Linda Abriola, School of Engineering
Liz Ammons, English
Liz Stanton, Research Fellow
Luis Dorfmann, Civil and Environmental Engineering
Luisa Chiesa, Mechanical Engineering
Lyuba Zarsky, Research Fellow
Marc Hodes, Mechanical Engineering
Maria Flytzani-Stephanopoulos, Chemical Engineering
Mary Davis, Urban and Environmental Policy and Planning
Mary Shultz, Chemistry
Masoud Sanayei, Civil and Environmental Engineering
Matt Panzer, Chemical and Biological Engineering
Michael Reed, Biology
Modhumita Roy, English
Morgan Hynes, Center for Engineering Education and Outreach
Nancy Gleason, Political Science
Penn Loh, Urban and Environmental Policy and Planning
Peter Walker, Friedman School of Nutrition Science and Policy and Fletcher School
Peter Wong, Mechanical Engineering
Rachel Bratt, Urban and Environmental Policy and Planning
Richard Vogel, Civil and Environmental Engineering
Robert Hannemann, Mechanical Engineering
Ryan Centner, Sociology
Scott Horsley, Urban and Environmental Policy and Planning
Shafiqul Islam, Civil and Environmental Engineering
Sheldon Krinsky, Urban and Environmental Policy and Planning

Steve Chapra, Civil and Environmental Engineering
Steve Levine, Civil and Environmental Engineering
Thomas Vandervelde, Electrical and Computer Engineering
Tim Griffin, Urban and Environmental Policy and Planning
Valencia Joyner, Electrical and Computer Engineering
Vincent Manno, Mechanical Engineering
Weiping Wu, Urban and Environmental Policy and Planning
William Moomaw, Fletcher School

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

<http://sustainability.tufts.edu/?pid=201>

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

[Sustainability Research.xlsx](#)

The website URL where information about sustainability research is available:

<http://sustainability.tufts.edu/?pid=201>

ER-17: Departments Involved in Sustainability Research

Score	Responsible Party
3.45 / 6.00	Antje Danielson Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program Tufts Institute of the Environment

Criteria

Institution'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:

44

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

19

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

Engineering:

Mechanical Engineering

Chemical Engineering

Electrical and Computer Engineering

Chemical and Biological Engineering

School of Engineering

Civil and Environmental Engineering

Center for Engineering Education and Outreach

Gordon Institute

Arts and Sciences:

Biology

Chemistry

Economics

English

Geology

Sociology
Peace and Justice Studies
Political Science

Graduate Programs:
Urban and Environmental Policy
Fletcher School, MALD Program
Feinstein International Center

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

<http://sustainability.tufts.edu/?pid=201>

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

[Sustainability Research.xlsx](#)

ER-18: Sustainability Research Incentives

Score	Responsible Party
6.00 / 6.00	Antje Danielson Administrative Director at TIE and at the graduate interdisciplinary Water: Systems, Science and Society (WSSS) program Tufts Institute of the Environment

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.

Submission Note:

The Fletcher School also offers research fellowships in sustainability for graduate students--see <http://fletcher.tufts.edu/ierp/internships-fellowships.shtml> for more information. Laura Doane, Program Director of Advising and Scholarships, Office-Dean Undergraduate Education, laura.doane@tufts.edu, (617) 627-5869, is the contact person for the Summer Scholars Program.

"---" 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:

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

Undergraduate students are also encouraged to conduct sustainability research (as well as other types of research) through the Summer Scholars program. For a list of 2010 Summer Scholars and their respective projects, see

http://uss.tufts.edu/undergradEducation/research/summer_scholars/2010%20Summer%20S...

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

<http://environment.tufts.edu/?pid=23>

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:

TIE, the Tufts Institute for the Environment provides funding for faculty research.

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

ER-19: Interdisciplinary Research in Tenure and Promotion

Score	Responsible Party
2.00 / 2.00	Gary Roberts Assistant Provost Office of the Provost

Criteria

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

Submission Note:

Although the Tenure and Promotion Guidelines do not specifically state that interdisciplinary research is given the same weight as single-disciplinary research, Tufts as an institution prides itself on its commitment to interdisciplinary and cross-disciplinary research and scholarship (see white paper here: [http://provost.tufts.edu/docs/White Paper on Collaboration at Tufts May 2011.pdf](http://provost.tufts.edu/docs/White%20Paper%20on%20Collaboration%20at%20Tufts%20May%202011.pdf)). Specific research grants are also awarded for professors who conduct interdisciplinary research (more information at <http://ase.tufts.edu/research/bernsteinFacFellows.htm>, http://provost.tufts.edu/1174240949780/Provost-Page-prov2w_1292421344856.html, and <http://engineering.tufts.edu/research/interdisciplinaryinitiatives.htm>)

"---" 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:

Although it is admittedly more difficult to evaluate interdisciplinary research, Tufts highly values (and encourages) interdisciplinary research, and strives to include it in its tenure review process. When preparing a tenure case, the candidate's home department contacts letter writers who can speak to the individual's contributions in his or her field. As Tufts requires a minimum in 10 letters in a tenure case (plus an outside expert who delivers an on-campus presentation) and a minimum of 6 letters in a promotion case, the contents of those letters speak to contributions both inside and outside the stated discipline of the tenure candidate. Statement 11 of the Tenure Guidelines states that the committee may request additional letters, which can also be used to evaluate interdisciplinary research. For a copy of statement 11, see <http://ase.tufts.edu/faculty-handbook/statement-11.pdf>.

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

<http://ase.tufts.edu/faculty-committees/ase/tenure.htm>

Operations

Score 36.30%

Buildings

Points Claimed 2.00

Points Available 13.00

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	Points
OP-1: Building Operations and Maintenance	0.00 / 7.00
OP-2: Building Design and Construction	0.00 / 4.00
OP-3: Indoor Air Quality	2.00 / 2.00

OP-1: Building Operations and Maintenance

Score	Responsible Party
0.00 / 7.00	Betsy Isenstein Energy Manager Facilities Services

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
-

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

Total building space that meets "Eligible Buildings Criteria":

3175253 Gross 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:

0 Gross Square Feet

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

0 Gross Square Feet

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

0 *Gross Square Feet*

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

0 *Gross Square Feet*

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

0 *Gross 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:

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

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

OP-2: Building Design and Construction

Score	Responsible Party
0.00 / 4.00	Betsy Isenstein Energy Manager Facilities Services

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":

12820 Square Feet

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

0 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 :

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:

OP-3: Indoor Air Quality

Score	Responsible Party
2.00 / 2.00	Peter Nowak Industrial Hygiene Environmental Health and Safety

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.

Submission Note:

Tufts also provides articles that specifically address IAQ in many of their publications for employees, and IAQ is covered at New Hire Orientation.

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

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 :

3991147 Square Feet

Total occupied building space :

3991147 Square Feet

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

Tufts University does not have a written plan specific to Indoor Air Quality (IAQ) issues, but has had IAQ procedures in place for at least the last 10 years. Air quality is monitored by the Environmental Health and Safety department. The EH&S website has a URL that allows members of the Tufts community to contact them to register concerns. (<http://publicsafety.tufts.edu/ehs/?pid=87>) When EH&S receives a concern or complaint, they respond within 24 hours. They then work with other departments such as Facilities to correct the problem. In extreme circumstances, EH&S brings in consultants to assist with complicated air quality problems, although this is very rare.

Tufts also follows both the Massachusetts Building Code requirements (found at http://www.mass.gov/Elwd/docs/dos/iaq/iaq_392_mechanical_vent.pdf), as well as ASHRAE Standards for ventilation (found at http://www.ebtron.com/pdf/general/ASHRAE62_Synopsis_021003.pdf).

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

stars.aashe.org

Climate

Points Claimed 7.37

Points Available 16.50

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	Points
OP-4: Greenhouse Gas Emissions Inventory	1.75 / 2.00
OP-5: Greenhouse Gas Emissions Reduction	5.37 / 14.00
Tier2-1: Air Travel Emissions	0.25 / 0.25
Tier2-2: Local Offsets Program	0.00 / 0.25

OP-4: Greenhouse Gas Emissions Inventory

Score

1.75 / 2.00

Responsible Party

Tina Woolston
Director
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted:

<http://sustainability.tufts.edu/?pid=212>

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

Yes

Does the inventory include emissions from air travel?:

No

Does the inventory include emissions from commuting?:

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?:

Yes

If yes, please specify:

Agriculture, Chemicals

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 :

OP-5: Greenhouse Gas Emissions Reduction

Score

5.37 / 14.00

Responsible Party

Tina Woolston

Director
Office of Sustainability

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:

Heather Tucker provided the number of on-campus students for 2005 and for the performance year. She is the Administrative Assistant in the Residential Life Office, Heather.Tucker@tufts.edu, (617)627-5268.

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

Scope 1 and 2 gross GHG emissions, 2005 :

35895 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:

851 Metric Tons of CO2 Equivalent

On-campus residents, 2005:

3397

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

8578

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

1242

Scope 1 and 2 gross GHG emissions, performance year :

23375 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

On-campus residents, performance year:

3401

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

9480

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

1197

Tier2-1: Air Travel Emissions

Score

0.25 / 0.25

Responsible Party

Kristen Zecchi

Associate Director of Admissions and Financial Aid
Academic Support - Fletcher

"---" 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?:

Yes

A brief description of the policies and/or programs:

While there is not a university-wide policy on reducing air travel emissions, specific departments and schools within the university have their own policies and practices. For example, the admissions department at the Fletcher School of Law and Diplomacy purchased offsets for their department's air travel until 2009. While this practice is on hold for now, the student group Fletcher GREEN is trying to make offsets an option for students and the Fletcher community.

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

<http://fletcher.tufts.edu/admissions/eventapp/displaysched.asp>

Tier2-2: Local Offsets Program

Score

0.00 / 0.25

Responsible Party

Tina Woolston

Director
Office of Sustainability

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

Dining Services

Points Claimed 2.47

Points Available 8.25

This subcategory seeks to recognize institutions that are helping build 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 sub-standard 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	Points
OP-6: Food Purchasing	0.72 / 6.00
Tier2-1: Trayless Dining	0.25 / 0.25
Tier2-2: Vegan Dining	0.25 / 0.25
Tier2-3: Trans-Fats	0.25 / 0.25
Tier2-4: Guidelines for Franchisees	Not Applicable
Tier2-5: Pre-Consumer Food Waste Composting	0.25 / 0.25
Tier2-6: Post-Consumer Food Waste Composting	0.25 / 0.25
Tier2-7: Food Donation	0.00 / 0.25
Tier2-8: Recycled Content Napkins	0.25 / 0.25
Tier2-9: Reusable Mug Discounts	0.25 / 0.25
Tier2-10: Reusable To-Go Containers	0.00 / 0.25

OP-6: Food Purchasing

Score

0.72 / 6.00

Responsible Party

Patricia Klos

Director of Dining and Business Services
Dining Services

Criteria

Institution purchases food that meets one or more 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)
- Grown on a farm that operates as a cooperative, has a profit sharing policy for all employees, or has a social responsibility policy covering the following for all workers: union or prevailing wages, transportation and/or housing support, and/or health care benefits.

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

This credit includes food purchases for dining halls 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.

"---" 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):

6

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

<http://dining.tufts.edu/?pid=52&c=11>

Tier2-1: Trayless Dining

Score

0.25 / 0.25

Responsible Party

Patricia Klos

Director of Dining and Business Services
Dining Services

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

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

Yes

A brief description of the trayless dining program:

As a result of a successful pilot program in March, Tufts Dining has removed trays from the Carmichael and Dewick-MacPhie Dining Centers starting in the summer of 2010. The 13 day Pilot Program ran from March 28 – April 9, 2010 at Carmichael Dining Center, and as a result average electricity use was reduced by 17.5% and average food waste was reduced by 30%. A fall 2009 survey conducted by the TCU Senate revealed that 63.6% of students surveyed either approved of going trayless or had no opinion, while 36.4% of students surveyed either disapproved or strongly disapproved of going trayless.

The website URL where information about the program is available:

http://dining.tufts.edu/downloads/NEWS_RELEASE_TuftsDiningIsGoingTrayless.pdf

Tier2-2: Vegan Dining

Score

0.25 / 0.25

Responsible Party

Patricia Klos

Director of Dining and Business Services
Dining Services

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

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

Yes

A brief description of the vegan dining program:

Both dining halls have a dedicated vegetarian section as well as a salad bar that is open during all meal periods. Vegetarian and vegan items are clearly marked, and students can also request or suggest new items for the dining halls to purchase. Daily menus are published online and via Twitter with the vegetarian/vegan items marked. A pamphlet on vegetarian dining is available in the dining halls or at dining.tufts.edu/downloads/VegetarianandVeganBrochure_081709.pdf.

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

<http://dining.tufts.edu/?pid=100&c=80>

Tier2-3: Trans-Fats

Score

0.25 / 0.25

Responsible Party

Patricia Klos

Director of Dining and Business Services
Dining Services

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

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

Yes

A brief description of the trans-fats avoidance program, policy, or practice:

As part of its core commitments, Tufts Dining promises to offer low-fat options & trans fat-free oils. At all Tufts Dining facilities, fried items are cooked in 100% canola oil.

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

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

Tier2-4: Guidelines for Franchisees

Responsible Party

Patricia Klos

Director of Dining and Business Services

Dining Services

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

Institution does not have food service franchisees operating on campus.

Tier2-5: Pre-Consumer Food Waste Composting

Score	Responsible Party
0.25 / 0.25	Patricia Klos Director of Dining and Business Services Dining Services

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

Does the institution have a pre-consumer food waste composting program?:

Yes

A brief description of the pre-consumer food waste composting program:

The Tufts Composting Program has reduced waste of solid food and non-food products by over 62%. 90% of Tufts dining facilities run pre-consumer compost programs. In 2009, Tufts dining facilities composted an estimated 77 tons of pre-consumer waste. Food is composted at all of our facilities.

The website URL where information about the composting program is available:

<http://www.tufts.edu/tuftsrecycles/composting.html>

Tier2-6: Post-Consumer Food Waste Composting

Score	Responsible Party
0.25 / 0.25	Patricia Klos Director of Dining and Business Services Dining Services

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

Does the institution have a post-consumer food waste composting program?:

Yes

A brief description of the post-consumer food waste composting program:

The Tufts Composting Program has reduced waste of solid food and non-food products by over 62%. 90% of Tufts dining facilities run post-consumer compost programs, and in 2009, compost an estimated 144 tons of post-consumer waste annually.

The website URL where information about the composting program is available:

<http://www.tufts.edu/tuftsrecycles/composting.html>

Tier2-7: Food Donation

Score

0.00 / 0.25

Responsible Party

Patricia Klos

Director of Dining and Business Services
Dining Services

Submission Note:

Many efforts have been made to donate leftover food to local organizations, such as the Greater Boston Food Bank, but the quantity available is not sufficient for them to warrant a pickup. We continue to look for partners for food donations.

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

Tier2-8: Recycled Content Napkins

Score

0.25 / 0.25

Responsible Party

Patricia Klos

Director of Dining and Business Services
Dining Services

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

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

Yes

A brief description of the purchasing behavior:

As of Fall 2010, dining services provides recycled content napkins in both dining halls.

The website URL where information about the purchasing is available:

Tier2-9: Reusable Mug Discounts

Score

0.25 / 0.25

Responsible Party

Patricia Klos

Director of Dining and Business Services
Dining Services

"---" 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:

Customers save 10¢ per purchase of any hot beverage in Hodgdon Good-to-Go, Commons Deli & Grill, Brown and Brew, the Rez Cafe, and The Tower Cafe when they bring their own mugs.

Amount of the discount offered for using reusable mugs:

0.10

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

<http://dining.tufts.edu/?pid=75&c=87>

Tier2-10: Reusable To-Go Containers

Score

0.00 / 0.25

Responsible Party

Patricia Klos

Director of Dining and Business Services
Dining Services

Submission Note:

Although reusable mugs and bottles are sold, given away and otherwise encouraged, they are not returned to dining services.

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

Energy

Points Claimed 3.07

Points Available 16.50

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	Points
OP-7: Building Energy Consumption	1.55 / 8.00
OP-8: Clean and Renewable Energy	0.02 / 7.00
Tier2-1: Timers for Temperature Control	0.25 / 0.25
Tier2-2: Lighting Sensors	0.25 / 0.25
Tier2-3: LED Lighting	0.25 / 0.25
Tier2-4: Vending Machine Sensors	0.25 / 0.25
Tier2-5: Energy Management System	0.25 / 0.25
Tier2-6: Energy Metering	0.25 / 0.25

OP-7: Building Energy Consumption

Score	Responsible Party
1.55 / 8.00	Betsy Isenstein Energy Manager Facilities Services

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:

Performance Year = Fiscal Year 2010 Gross Square feet includes Walnut Hill Properties (not owned by Tufts). Building efficiency efforts have been going on since 1990, so this metric only captures a portion of the reduction in energy consumption per gross sq. ft. Dining services at Tufts specifically buys the most energy efficient equipment available in the market and periodically audits their operating processes to identify opportunities to reduce energy and water consumption.

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

Total building energy consumption, 2005:

342550 MMBtu

Building space, 2005 :

2940867 Gross Square Feet

Total building energy consumption, performance year:

340150 *MMBtu*

Building space, performance year:

3234442 *Gross Square Feet*

OP-8: Clean and Renewable Energy

Score	Responsible Party
0.02 / 7.00	Betsy Isenstein Energy Manager Facilities Services

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 co-generation technologies to generate electricity more efficiently. Note: generating electricity using co-generation 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:

$$1 \text{ kWh} = 0.003412 \text{ MMBtu}$$

$$1 \text{ MWh} = 3.412 \text{ MMBtu}$$

$$1 \text{ therm} = 0.1 \text{ MMBtu}$$

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

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

87.70 MMBtu

Option 2: Non-electric renewable energy generated:

0 MMBtu

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

0 MMBtu

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

3111.74 MMBtu

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

0 MMBtu

Total energy consumed during the performance year :

340150 MMBtu

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

23.8 kW photovoltaic system on Sophia Gordon Hall
2 250 Watt photovoltaic panels on Fairmont House

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

Sophia Gordon Hall hosts a roof mounted solar thermal system to supplement the gas fired domestic hot water system used in the residence hall.

Schmalz House has two solar thermal panels for supplemental domestic hot water and a small photovoltaic panel to run the system pump.

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

A brief description of RECs or other similar renewable energy products purchased during the previous year:

A brief description of co-generation technologies deployed:

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

<http://sustainability.tufts.edu/?pid=157>

Tier2-1: Timers for Temperature Control

Score	Responsible Party
0.25 / 0.25	Betsy Isenstein Energy Manager Facilities Services

Submission Note:

The Residence Hall Winter Break Shut-Down (6th annual) is a team effort among Facilities Services, Residential Life, Public Safety and the Office of Sustainability. All unsupervised residence hall rooms are checked to be sure that lights are off, heat is turned down, appliances are off and windows are closed for the month-long winter break.

"---" 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 computerized energy management system regulates temperatures based on occupied hours and/or in conjunction with occupancy sensors in all major Tufts University facilities. 7-day programmable thermostats are used in other facilities.

The website URL where information about the practice is available:

<http://sustainability.tufts.edu/?pid=113>

Tier2-2: Lighting Sensors

Score	Responsible Party
0.25 / 0.25	Betsy Isenstein Energy Manager Facilities Services

"---" 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:

Dual technology occupancy sensors are installed in most academic and administrative buildings to turn off lighting when spaces are unoccupied. Sensors are generally installed in all areas except stairwells, hallways and mechanical rooms and certain laboratories. Occupancy sensors are used in common spaces in residence halls.

Daylight harvesting strategies are used as well.

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

<http://sustainability.tufts.edu/?pid=37>

Tier2-3: LED Lighting

Score	Responsible Party
0.25 / 0.25	Betsy Isenstein Energy Manager Facilities Services

Submission Note:

Information about our LED lights is not on our website, but some information can be found here, <http://www.lsgc.com/corporate/installations/projectinfo/25>

"---" 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:

The main parking garage located at 419 Boston Avenue was retrofitted with LED lighting in 2008. It was the first of its kind in Massachusetts.

The Brown and Brew, a campus coffee shop, was retrofitted with LED lighting in 2009.

LED lights were used as in long run hour locations in the renovation of the Facilities Services building (2011).

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

<http://sustainability.tufts.edu/?pid=11&c=17#technology>

Tier2-4: Vending Machine Sensors

Score	Responsible Party
0.25 / 0.25	Betsy Isenstein Energy Manager Facilities Services

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

Has the institution installed vending machine motion sensors for at least one vending machine?:

Yes

A brief description of the technology used:

After using vending misers in the past, Tufts has recently (as of 2009) replaced their old machines with new ENERGY STAR qualified machines which use 50 percent less energy than conventional units, saving on average \$150 per machine per year. ENERGY STAR machines achieve these savings-about 1,700 kWh/year-by installing more efficient compressors, fan motors, and lighting systems as well as software that kicks the machines into low-power mode much like the Vending Misers.

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

<http://sustainability.tufts.edu/?pid=39>

Tier2-5: Energy Management System

Score	Responsible Party
0.25 / 0.25	Betsy Isenstein Energy Manager Facilities Services

"---" 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:

All major buildings are equipped with automated building controls that tie back to a central building automation system (BAS). The BAS allows the use of all types of energy savings strategies including demand control ventilation (CO2 control), outdoor air reset, chiller and boiler optimization, static pressure reset, and lighting control both by schedule and day light sensor.

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

Tier2-6: Energy Metering

Score	Responsible Party
0.25 / 0.25	Betsy Isenstein Energy Manager Facilities Services

"---" 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 buildings have electrical metering or submetering and all buildings utilizing natural gas have natural gas metering.

Sophia Gordon Hall (SGH) has a particularly sophisticated metering set-up. SGH, Tufts University's newest dormitory, is LEED-Gold certified, and the energy metering system is displayed on a screen in real time in the entryway of the building. The information is also available online.

Real-time energy data is available for solar thermal domestic hot water production and photovoltaic power.

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

<http://sustainability.tufts.edu/?pid=158>

Grounds

Points Claimed 2.25

Points Available 3.25

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	Points
OP-9: Integrated Pest Management	1.75 / 2.00
Tier2-1: Native Plants	0.00 / 0.25
Tier2-2: Wildlife Habitat	0.00 / 0.25
Tier2-3: Tree Campus USA	0.00 / 0.25
Tier2-4: Snow and Ice Removal	0.25 / 0.25
Tier2-5: Compost	0.25 / 0.25

OP-9: Integrated Pest Management

Score	Responsible Party
1.75 / 2.00	John Vik Grounds Supervisor Facilities

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 :

80 Acres

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

70 Acres

A brief description of the IPM plan(s) :

Tufts facilities monitors, identifies, and uses spot treating along with sound horticultural practices. There is regular seeding and fertilization at the rate of 4 pounds of nitrogen per thousand square foot per year, which is done by a licensed contractor. We mainly fertilize with fertilizer consisting of methylene urea or sulphur coated urea to give a slow release. On the grounds we do three applications and only treat broadleaf weeds and crabgrass where we find them in accordance with IPM specifications. This occurs on approximately 20 acres on the grounds.

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

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

Tier2-1: Native Plants

Score

0.00 / 0.25

Responsible Party

John Vik

Grounds Supervisor
Facilities

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

Tier2-2: Wildlife Habitat

Score

0.00 / 0.25

Responsible Party

John Vik

Grounds Supervisor
Facilities

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

Tier2-3: Tree Campus USA

Score

0.00 / 0.25

Responsible Party

Tina Woolston

Director
Office of Sustainability

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

Tier2-4: Snow and Ice Removal

Score	Responsible Party
0.25 / 0.25	John Vik Grounds Supervisor Facilities

"---" 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:

Magnesium Chloride, considered more environmentally beneficial than sodium chloride, is used to melt ice on sidewalks. The salt spreaders are calibrated annually and the staff are trained on how much to apply so it will not be over-applied.

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

Tier2-5: Compost

Score	Responsible Party
0.25 / 0.25	John Vik Grounds Supervisor Facilities

"---" 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:

All yard waste is picked up by Jayco, a local company, and then composted off-site.

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

<http://www.tufts.edu/tuftsrecycles/composting.html#yardwaste>

Purchasing

Points Claimed 5.59

Points Available 7.50

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	Points
OP-10: Computer Purchasing	2.00 / 2.00
OP-11: Cleaning Products Purchasing	1.11 / 2.00
OP-12: Office Paper Purchasing	0.98 / 2.00
OP-13: Vendor Code of Conduct	1.00 / 1.00
Tier2-1: Historically Underutilized Businesses	0.25 / 0.25
Tier2-2: Local Businesses	0.25 / 0.25

OP-10: Computer Purchasing

Score	Responsible Party
2.00 / 2.00	Diane Devlin Director Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

"---" 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://sustainability.tufts.edu/?pid=13&c=20#computer%20policy>

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

The equipment is verified for its EPEAT standing by the Purchasing department prior to it being highlighted on the Premier Page of the Tufts Business-to-Business marketplace.

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

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

3340775 US/Canadian \$

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

0 US/Canadian \$

Total expenditures on desktop and laptop computers and monitors :

3340775 US/Canadian \$

OP-11: Cleaning Products Purchasing

Score	Responsible Party
1.11 / 2.00	Dale Tunstall Project manager for ABM, the custodial contractor Facilities Services

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.

Submission Note:

The certified green products were not referenced in the last cleaning contract, but a new contract is being negotiated right now. Dale Tunstall is the ABM manager for custodial services on the Medford Campus.

"---" 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://sustainability.tufts.edu/?pid=130>

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

In 2006, Tufts University opened its first LEED Gold building, Sophia Gordon Hall. As part of the LEED process for that building, Tufts custodial contractor, One Source (now ABM) agreed to try using Green Seal certified cleaning products.

After one academic year, a graduate student evaluated the effectiveness of these new cleaning methods. She looked at cleaning efficacy, student satisfaction, and employee satisfaction and concluded that the green cleaning products and methods either showed no difference from the traditional cleaners or demonstrated improvement in each measure. The results were shared with Tufts Facilities Department and ABM.

As a result of this success and the evaluation, ABM decided to change all cleaning products to Green Seal products and green cleaning methods throughout Tufts University. ABM was also able to change from several cleaning products to one all-purpose Green Seal certified cleaner. The product change saves money and ensures that green cleaners are used consistently.

ABM Industries, the company that provides janitorial services, also has its own Green care program (<http://www.abm.com/Why-ABM/GreenCare-Program/Pages/green-cleaning.aspx>).

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 :

5250 US/Canadian \$

Total expenditures on cleaning products :

13000 US/Canadian \$

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

OP-12: Office Paper Purchasing

Score

0.98 / 2.00

Responsible Party

Diane Devlin

Director
Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases recycled content office paper.

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

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

Yes

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

<http://sustainability.tufts.edu/?pid=109&c=48>

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

Guidelines are incorporated in several sections of the supplier catalog within the Tufts Business to Business market place. Additionally, when a requisitioner orders any paper other than recycled, they receive a message that 30% recycled paper is the university standard and they may buy it at the same price as the non-recycled paper.

The Office of Sustainability has also taken steps to encourage recycled paper use, through the "Tufts Prints Green" Initiative. Successes of this campaign include:

- All office copiers now have 2-sided copies as their default setting.
- The Purchasing Department subsidizes 30% recycled-content copy paper so it is the same price as paper produced without post consumer waste content.

- Publications and Purchasing have found cost-effective recycled stocks for a range of print products from brochures to booklets.
 - All Tufts stationary and envelopes ordered through Staples and Printing Services is now 30% post consumer waste and carries the TuftsPrintsGreen word mark to raise awareness of Tufts efforts.
 - All university magazines are printed on recycled stock and carry our new TuftsPrintsGreen logo.
- For more about the "Tufts Prints Green" initiative, see <http://sustainability.tufts.edu/?pid=109&c=48>.

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 :

118552.83 *US/Canadian \$*

Expenditures on 50-69 percent recycled-content office paper :

1516.14 *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 :

13244.77 *US/Canadian \$*

Total expenditures on office paper :

191272.21 *US/Canadian \$*

OP-13: Vendor Code of Conduct

Score	Responsible Party
1.00 / 1.00	Diane Devlin Director Purchasing

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://finance.tufts.edu/purchasing/?pid=27>

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

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:

In the Request for Quote (RFQ) process, Tufts asks each supplier to describe their environmental programs. These responses are weighted in the scoring process and the suppliers are aware of this. Once the supplier is selected they are required to report quarterly/annually on environmental program progress.

Tufts Purchasing has also assembled an informational handout for how individual departments can "buy green":
<http://finance.tufts.edu/purchasing/downloads/BUYGREENHANDOUT-PDFWEB.pdf>

Tier2-1: Historically Underutilized Businesses

Score	Responsible Party
0.25 / 0.25	Diane Devlin Director Purchasing

"---" 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?:

Yes

A brief description of how the institution meets the criteria:

Tufts Minority Business Enterprise Program seeks to promote economic development for minority, women, and economically disadvantaged businesses through quality referral, and providing information to procurement opportunities that improve the economy and the quality of life for minority, women and the economically disadvantaged. Tufts University makes a significant effort to promote diversity throughout the student and employee populations, but understands that efforts to increase the level of minority business enterprise participation in the purchasing process are needed. The minority business community does not expect special considerations, but it does expect equal access. The website includes a list of local minority, women-owned & small business suppliers.

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

http://finhost.finance.tufts.edu/purchasing_th/ven_minority_th.php

Tier2-2: Local Businesses

Score	Responsible Party
0.25 / 0.25	Diane Devlin Director Purchasing

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

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

Yes

A brief description of the program:

Although there is no formal policy, Purchasing does make an effort to buy local. Spending on local businesses is reported annually to the VP for Community Relations, and Tufts typically buys millions of dollars worth of goods from local businesses annually.

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

Transportation

Points Claimed 6.00

Points Available 11.75

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	Points
OP-14: Campus Fleet	0.04 / 2.00
OP-15: Student Commute Modal Split	3.26 / 4.00
OP-16: Employee Commute Modal Split	0.95 / 3.00
Tier2-1: Bicycle Sharing	0.25 / 0.25
Tier2-2: Facilities for Bicyclists	0.25 / 0.25
Tier2-3: Bicycle Plan	0.00 / 0.25
Tier2-4: Mass Transit	0.25 / 0.25
Tier2-5: Condensed Work Week	0.25 / 0.25
Tier2-6: Telecommuting	0.25 / 0.25
Tier2-7: Carpool Matching	0.25 / 0.25
Tier2-8: Cash-out of Parking	0.00 / 0.25
Tier2-9: Carpool Discount	0.00 / 0.25
Tier2-10: Local Housing	0.00 / 0.25
Tier2-11: Prohibiting Idling	Not Applicable
Tier2-12: Car Sharing	0.25 / 0.25

OP-14: Campus Fleet

Score	Responsible Party
0.04 / 2.00	Betsy Isenstein Energy Manager Facilities Services

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. Hydrogen fueled
6. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
7. Fueled with E85 or higher ethanol for more than 6 months of the year.

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

Submission Note:

These numbers reflect the most recent data as of June 2010. They do not include trailers (as they do not increase emissions) or boats. Until 2009, Toyota leased Tufts 5 Electric Rav-4's. Unfortunately, Toyota requested them back in 2009, although Tufts wished to keep them. B5 Ultra Low Sulfur Diesel (5% biodiesel) is used in all Medford based diesel fueled vehicles. The one electric vehicle is an electric tractor mower called the "Electric Ox".

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

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

1

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 :

1

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 :

0

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 :

94

OP-15: Student Commute Modal Split

Score	Responsible Party
3.26 / 4.00	Sheila Chisholm Support Services Manager Support Services

Criteria

Institution's students commute to and from campus by a means other than single occupancy vehicle for the majority of their daily trips. Alternatives to single-occupancy vehicle transportation include living on campus, walking, bicycling, van or carpooling, taking public transportation, or riding a campus shuttle.

Submission Note:

Data was collected from 11/15/09 to 11/21/09. Data averaged from 11/16 to 11/19 was used to complete this section, as few or no classes are held on Friday, Saturday, and Sunday, and so not enough students were on campus to provide a representative sample. Students also had the option to respond "Not on campus that day" or "Other". The percentages of students who selected those options were 7.3 and 1.9, respectively. These were included in the original calculations, but was excluded from this calculation. The original numbers were: Walk, bicycle, or other non-motorized means - 64% Van or carpool - 1.7% Campus shuttle or public transportation - 8.5% Drive alone - 16.7 The original numbers were each multiplied by 100 and divided by 90.5 (the sum of the original 4 percents). In the end, it was 100.3%, so .1 was subtracted from the answer for 64.0%, 1.5% 8.5, and because it has the lowest number that would still round up in the hundredth's position.

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

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 :

70.40

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

1.90

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

9.30

The percentage (0-100) of institution's students who drive alone as their primary method of transportation:

The website URL where information about alternative transportation is available:

<http://sustainability.tufts.edu/?pid=15&c=23>

OP-16: Employee Commute Modal Split

Score	Responsible Party
0.95 / 3.00	Sheila Chisholm Support Services Manager Support Services

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus by a means other than single occupancy vehicle for the majority of their daily trips. Alternatives to single-occupancy vehicle transportation include walking, bicycling, van or carpooling, taking public transportation, or riding a campus shuttle.

Submission Note:

Data was collected from 11/15/09 to 11/21/09. Data averaged from 11/16 to 11/19 was used to complete this section, as few or no classes are held on Friday, Saturday, and Sunday, and so not enough employees were on campus to provide a representative sample. Employees also had the option to respond "Did not work", "Worked from home/off campus" or "Other". The percentages of employees who selected those options were 3.4, 2.4, and 3.8, respectively. These were not included in the calculations above. The original calculations for the above options were: Walk, bicycle, or other non-motorized means - 9.3% Van or carpool - 4.5% Campus shuttle or public transportation - 14.9 Drive alone - 61.8% The original numbers were each multiplied by 100 and divided by 90.5 (the sum of the original 4 percents). In the end, it was 100.1%, so .1 was subtracted from the answer for 14.9 because it has the lowest number that would still round up in the hundredth's position.

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

The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation :

10.20

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

4.90

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

16.60

The percentage (0-100) of institution's employees who drive alone as their primary method of transportation :

68.30

The website URL where information about alternative transportation is available:

<http://sustainability.tufts.edu/?pid=15&c=23>

Tier2-1: Bicycle Sharing

Score

0.25 / 0.25

Responsible Party

Tina Woolston

Director
Office of Sustainability

Submission Note:

This bike share was approved and received funding in Fall 2011, and was set up and implemented in Spring 2011.

"---" 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:

Tufts Bikes provides approximately 30 bikes, locks, helmets, and lights that can be checked out by anyone with a Tufts ID, through the library. Bikes can be kept for a period of up to 24 hours, and then returned to the same location. Rental is free, but late fees are charged. Tufts Bikes also provides a bike workshop space in the Craft Center, with professional tools for anyone to use and open shop hours where members of the group offer classes on safety and maintenance, and help people with their own bike repairs.

Bike Share bikes are kept in sheltered bike racks in front of the library and at the campus center.

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

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

Tier2-2: Facilities for Bicyclists

Score

0.25 / 0.25

Responsible Party

Timothy Troville

Assistant Director of Facilities, Field, and Events Manager
Athletics

"---" 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?:

Yes

A brief description of the facilities:

Showers and lockers are available for all members of the Tufts community in the Cousens Athletic Complex. Over the summer the gym doesn't open until 10:00am, but bikers are still allowed to use the showers starting at 7:30am.

Covered bike racks are available at the nearby Tufts University Police Department, at 419 Boston Avenue.

There are over 50 outdoor bike racks around campus. They are shown on the Eco-map:
<http://sustainability.tufts.edu/?pid=19&c=27>

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

<http://sustainability.tufts.edu/?pid=15&c=23#bike>

Tier2-3: Bicycle Plan

Score

0.00 / 0.25

Responsible Party

Tina Woolston

Director
Office of Sustainability

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

Tier2-4: Mass Transit

Score	Responsible Party
0.25 / 0.25	Louis Galves Administrative Services Super Public Safety - Medford

"---" 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:

Tufts runs a free shuttle ("The Joey") from Davis square to the Medford campus during the school year.

There is also a shuttle from the Medford campus to the Museum of Fine Arts and the New England Conservatory to accommodate students taking classes at those locations.

Medford Students can purchase semester passes for the MBTA bus and subway system for a discounted rate through the bursar's office (a semester pass bought in advance for an 11% discount).

Staff and faculty can pay for transit tickets, passes and commuter parking with pre-tax dollars.

The website URL where information about the program is available:

<http://publicsafety.tufts.edu/adminsvc/?pid=6>

Tier2-5: Condensed Work Week

Score

0.25 / 0.25

Responsible Party

Kathe Cronin

Vice President

Human Resources

"---" 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:

Tufts does not have a formal condensed work week option, but employees may arrange it themselves. The "customary work day" for Tufts employees is defined as 9am-5pm, 5 days a week, but employees may participate in "alternative work arrangements" as long as they have the approval of their supervisor.

The website URL where information about the program is available:

<http://www.tufts.edu/hr/webcm/docs/handbooks/EmployeeHandbook.pdf>

Tier2-6: Telecommuting

Score	Responsible Party
0.25 / 0.25	Kathe Cronin Vice President Human Resources

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

Does the institution offer a tele-commute program for employees?:

Yes

A brief description of the program:

Tufts does not have a formal tele-commuting program, but employees may arrange it themselves. The "customary work day" for Tufts employees is defined as 9am-5pm, 5 days a week, but employees may participate in "alternative work arrangements" as long as they have the approval of their supervisor.

The website URL where information about the program is available:

<http://www.tufts.edu/hr/webcm/docs/handbooks/EmployeeHandbook.pdf>

Tier2-7: Carpool Matching

Score

0.25 / 0.25

Responsible Party

Tina Woolston

Director
Office of Sustainability

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

Does the institution have a carpool matching program?:

Yes

A brief description of the program:

Tufts is a partner of MassRides, which offers a ride-matching service and guaranteed rides home. Tufts also promotes GoLoco, a Facebook-based ride-matching program.

The website URL where information about the program is available:

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

Tier2-8: Cash-out of Parking

Score

0.00 / 0.25

Responsible Party

Tina Woolston

Director
Office of Sustainability

Submission Note:

Employees who drive to work must purchase parking passes to park on campus. The surrounding neighborhoods require residential passes in order to park, so there is no free parking in the vicinity of campus for employees to park. Thus, there is a strong financial incentive for employees not to drive to work.

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

Tier2-9: Carpool Discount

Score

0.00 / 0.25

Responsible Party

Tina Woolston

Director
Office of Sustainability

Submission Note:

While there is not a financial incentive, employees who use an alternate transportation mode for their commute, such as carpooling, vanpooling or transit at least two or more times per week, can get an emergency ride home up to four times per year, in the event of a personal or family emergency, or if required to work unscheduled overtime.

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

Tier2-10: Local Housing

Score

0.00 / 0.25

Responsible Party

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

Tier2-11: Prohibiting Idling

Responsible Party

Tina Woolston

Director

Office of Sustainability

Submission Note:

Massachusetts General Law (MGL Chapter 90, Section 16A) and the Massachusetts Department of Environmental Protection (DEP) idling reduction regulation (310 CMR 7.11(1)(b)) both prohibit unnecessary vehicle idling by stating that the engine must be shut down if the vehicle will be stopped for more than five minutes. Tufts University Medford campus is hosted by the communities of Medford and Somerville. Medford has an idling ban on all diesel buses (school buses especially), and Somerville has embarked on a strong anti-idling campaign.

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

Institution is located in a community that has prohibited idling.

Tier2-12: Car Sharing

Score

0.25 / 0.25

Responsible Party

Tina Woolston
Director
Office of Sustainability

"---" 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:

Tufts students, faculty and staff who are 21 years of age or older can join Zipcar for \$25 per year (50% off the usual annual rate).

Students, faculty and staff pay no application fee, no monthly minimum, and no membership deposit. You can reserve via phone or internet. Hourly charges of \$7.00 - \$11.00 cover all insurance, maintenance, and gas costs.

Departments can set up a business account to access reduced rates during business hours.

Under arrangement with ZipCar, all 4 Zipcars available on the Tufts Medford campus are hybrids vehicles.

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

<http://sustainability.tufts.edu/?pid=15&c=23#zipcar>

Waste

Points Claimed 4.86

Points Available 12.50

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	Points
OP-17: Waste Reduction	0.00 / 5.00
OP-18: Waste Diversion	1.61 / 3.00
OP-19: Construction and Demolition Waste Diversion	0.00 / 1.00
OP-20: Electronic Waste Recycling Program	1.00 / 1.00
OP-21: Hazardous Waste Management	1.00 / 1.00
Tier2-1: Materials Exchange	0.25 / 0.25
Tier2-2: Limiting Printing	0.25 / 0.25
Tier2-3: Materials Online	0.25 / 0.25
Tier2-4: Chemical Reuse Inventory	0.00 / 0.25
Tier2-5: Move-In Waste Reduction	0.25 / 0.25
Tier2-6: Move-Out Waste Reduction	0.25 / 0.25

OP-17: Waste Reduction

Score

0.00 / 5.00

Responsible Party

Dawn Quirk

Program Manager, Waste Reduction
Facilities Services

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, 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*.

Submission Note:

Compost includes both food waste and yard waste. Because yard waste is measured in cubic yards, not tons, we used a conversion factor of 500 lbs per cubic yard, or 4 cubic yards per ton.

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

Weight of materials recycled, 2005 baseline year :

791.91 Tons

Weight of materials composted, 2005 baseline year :

593 Tons

Weight of materials disposed as garbage, 2005 baseline year :

1717.17 Tons

Weight of materials recycled, performance year :

1355.23 Tons

Weight of materials composted, performance year :

635 Tons

Weight of materials disposed as garbage, performance year :

1746.01 Tons

On-campus residents, 2005:

3182

Full-time, non-residential/commuter students, faculty, and staff members, 2005:

5341

Part-time, non-residential/commuter students, faculty, and staff members, 2005:

1226

On-campus residents, performance year:

3432

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

5909

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

1175

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

<http://www.tufts.edu/tuftsrecycles/index2.html>

OP-18: Waste Diversion

Score

1.61 / 3.00

Responsible Party

Dawn Quirk

Program Manager, Waste Reduction
Facilities Services

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, 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 :

2016.91 Tons

Materials disposed in a solid waste landfill or incinerator :

1746.01 Tons

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

Recycling is part of Tufts culture; all staff, faculty and students are expected to participate. Everyone has bins available to them. The cleaners empty recycling from employee's desk sides and from dorm common bins. Students receive blue bins for their dorm rooms. We participate in RecycleMania. Recycling and trash weights are tracked. Periodic waste sorts and bin inspections allow us to monitor our progress. New students receive recycling information when they matriculate freshman year. Every floor of every dorm has central recycling stations with instruction posted. New employees receive recycling instructions during their employee orientation. We have a webpage where RAs can print out information to create bulletin boards on recycling (<http://www.tufts.edu/tuftsrecycles/bulletinboards.html>.) Every shift (1st, 2nd, 3rd & weekend) of custodians on each campus receive an annual recycling review and retraining. Most student publications include a "recycle me" logo, including The Daily newspaper. Pre consumer food waste is composted in six out of eight eateries and post-consumer waste is composted in three out of eight. We have a large move-out recycling program where we collect electronics, carpets, food, clothing, paper and commingled recyclables. Our most recent investment has been \$40,000 in new permanent steel outdoor waste stations (since 2009).

OP-19: Construction and Demolition Waste Diversion

Score

0.00 / 1.00

Responsible Party

Dawn Quirk

Program Manager, Waste Reduction
Facilities Services

Criteria

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

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

Submission Note:

Tufts does not have a specific policy regarding C&D waste. Tufts hires independent contractors for all construction and demolition and they are expected to adhere to Massachusetts state law 310 CMR 19.017 which bans disposal of recyclables as well as C&D waste: wood, asphalt pavement brick and concrete (ABC), metal and clean gypsum wall board, from landfills or incinerators. Specific Tufts data is not available.

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

OP-20: Electronic Waste Recycling Program

Score	Responsible Party
1.00 / 1.00	Dawn Quirk Program Manager, Waste Reduction Facilities Services

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 all 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:

Our recycling vendor Allied Computer Brokers has stated that none of their computers are sent overseas. The Tufts Environmental Health and Safety Department has inspected Allied Computer Broker's facility and verified its worker safety standards and processes. Equipment is inert when it is transported on campus and poses no safety threat to Tufts employees or students.

Staff simply need to call Facilities Services to request a free pick up of university owned computers.

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

Tufts old computers are either reused internally or recycled domestically by Allied Computer Brokers. No computer equipment from Tufts is sent overseas.

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

For students who are living on-campus, our move-out recycling and reuse drive gives students an opportunity to recycle old electronics in the box placed in each dormitory. In the rare case that a student's computer breaks during the school year, they can drop off equipment at the Tufts Recycles! office.

For students who are not living on-campus, the Tufts Recycles! office makes this information available: Somerville Residents can recycle computers and televisions for free. Notify the city by calling 3-1-1 or (617) 666-3311 the day before your trash day to schedule pick up. Be sure to observe city trash and recycling rules.

Medford Residents need to pay a \$20 fee for a curbside removal collection sticker (same procedure for televisions). You can obtain stickers at the DPW office in City Hall, 85 George P. Hassett Drive, room 304. Hours are M, TU,TH 8:30 AM – 4:30 PM, Wed 8:30 AM – 7:30 PM and Fri 8:30 – 12:30 PM. Residents are also welcome to mail a check and the sticker will mailed to them.

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

<http://www.tufts.edu/tuftsrecycles/howtorecycle.html>

OP-21: Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	Stephen Larson Director, EH&S Environmental Health & Safety

Criteria

Institution has strategies in place to safely dispose of all hazardous, universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Submission Note:

The Hazardous Chemical Waste Management Plan is available at <http://publicsafety.tufts.edu/ehs/downloads/HazardousChemicalWasteManagementPlan11-2010.pdf>

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

Does the institution have strategies in place to safely dispose of all hazardous, 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, universal, and non-regulated chemical waste:

Tufts University produces hazardous chemical waste as part of its academic and support programs. The primary source of hazardous chemical waste are the research and teaching science and engineering laboratories. It is part of higher education to assist students in learning to identify, handle and dispose of hazardous chemicals in a safe and environmentally responsible manner. Tufts is committed to the recommendation of the American Chemical Society "to buy less, use less" in the design of experiments involving hazardous chemicals.

Tufts University recycles all batteries as part of its universal waste program.

In support activities, water based coatings, sealants and cleaning products are selected preferentially over such products that contain organic solvents.

There are strict limits on the disposal of chemicals into the sewer and into solid waste containers hence all chemical waste is analyzed and disposed of as either hazardous or non-hazardous, non-regulated waste.

Additionally, the Department of Environmental Health and Safety considers the following chemicals Particularly Hazardous Substances and require that a written safety plan be prepared and followed when using these chemicals in vitro (in the laboratory) or in vivo (in animals).

- * Select Carcinogens
- * Reproductive Toxins
- * Highly acutely toxic chemicals or a hazardous drug
- * Novel compounds of unknown toxicity

There are also certain chemicals that need a registration form. This process limits the unnecessary use of these chemicals. For a more complete description of the process, see <http://publicsafety.tufts.edu/ehs/?pid=88>.

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

Tufts EHS directly and indirectly provides training to all members of the Tufts community that purchase, store, handle or dispose of chemicals. Individuals are trained to recognize each form of chemical waste and to understand the method of storing such wastes in each area where such wastes are produced. Hazardous chemical wastes are stored in Satellite Accumulation Areas prior to collection for packaging and transportation to TSD facilities approved by the US EPA or MA DEP.

All chemicals are stored, handled, transported and disposed of by persons and organizations approved because of their commitment to comply with all applicable regulations that prevent adverse human and environmental effects.

As mandated by Tufts Environmental Health and Safety, hazardous chemical waste should be placed in a satellite accumulation area (SAA). Each point of generation (i.e. laboratory, clinic, maintenance area, etc.) should have an SAA that is under the direct supervision of trained employees. SAAs at a minimum should include a secondary containment system/bin, sign designating the area as a SAA, and a weekly log book. A dated container requiring pick up must be transported to a main accumulation area (MAA) within 3 days of full date noted on the waste label.

Initial and annual refresher training is required for individuals who generate or participate in hazardous waste management activities.

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

<http://publicsafety.tufts.edu/ehs/downloads/7.HazardousWaste.pdf>

Tier2-1: Materials Exchange

Score

0.25 / 0.25

Responsible Party

Dawn Quirk

Program Manager, Waste Reduction
Facilities Services

"---" 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:

The Tufts Recycles! program has a surplus furniture exchange. Some departments put unwanted office supplies in a common area so others can take them, but there is no formal program.

There is also a 'free cycle' room - see: <http://sustainability.tufts.edu/?pid=195&c=54>

The website URL where information about the program is available:

http://www.tufts.edu/tuftsrecycles/faqs.html#surplus_storage

Tier2-2: Limiting Printing

Score

0.25 / 0.25

Responsible Party

Jessica Warner

Head of Tisch Library Sustainability Team
Tisch Library

"---" 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:

Black and white duplex printing costs \$.15 per page printed, and one-sided printing costs \$.10 per side in all computer labs and libraries. Also, as of 2010, all library printers are set for duplex printing as the default.

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

<http://www.library.tufts.edu/ginn/techhelp-printingcopying.shtml>

Tier2-3: Materials Online

Score

0.25 / 0.25

Responsible Party

Lillian Homer

Switchboard Operator/Customer Service
University Information Technology

Submission Note:

The contact person listed is the contact person for the directory. The Course Catalog is produced by Student Services, which can be reached at (617) 627-2000. Their website is <http://uss.tufts.edu/stuServ/>. The information in the Student Handbook is produced by the Student Affairs office, which can be reached at (617) 627-3158. To see the website used in place of the Student Handbook, go to <http://uss.tufts.edu/studentaffairs/>.

"---" 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:

Course catalogs are printed, but students must pick them up themselves if they would like a print copy. Many students just access the course catalog from online. The student directory is only available online. The pachyderm, the student handbook, used to be printed and given out to every student, but as of fall 2009, is only available online.

The website URL where information about the practice is available:

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

Tier2-4: Chemical Reuse Inventory

Score

0.00 / 0.25

Responsible Party

Michael Lanza

Chemical Lab Services Coordinator
Chemistry

Submission Note:

While the university does not have a campus-wide inventory system, several labs have their own inventory systems, available online for other users to see. For an example, see <http://ase.tufts.edu/chemistry/kumar/group/html/chemicals.html>.

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

Tier2-5: Move-In Waste Reduction

Score

0.25 / 0.25

Responsible Party

Dawn Quirk

Program Manager, Waste Reduction
Facilities Services

"---" 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:

Resident Assistants help educate residential students on our recycling efforts. Student recycling workers go through dorms to help properly prepare boxes. Our custodians do the same. Our recycling company also brings an extra person to help process the resultant larger volume.

The website URL where information about the program is available:

<http://www.tufts.edu/tuftsrecycles/movein.htm>

Tier2-6: Move-Out Waste Reduction

Score

0.25 / 0.25

Responsible Party

Dawn Quirk

Program Manager, Waste Reduction
Facilities Services

Submission Note:

Additional website information: <http://www.tufts.edu/tuftsrecycles/jumbodrop.html>

"---" 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:

R2epack aims to increase recycling and reduce waste during move-out. The approach is twofold: first, we educate and promote the program to students. R2epack encourages them to "Reuse. Recycle Everything. Pack and clean... 'K?'"

Special receptacles are placed in each residence to collect food, clothing, carpets, freecycle reuse items, linens, books, crutches, and electronics. Here is a breakdown:

-Food: donated to food bank

-Linens/Clothing: donated or sold

-Carpets: recycled

Reuse items: freecycled in the dorms at the beginning of the next school year

-Books: sold or donated

-Crutches: reused by our Athletics Department

-Electronics: recycled

The second piece of the program is a technique used by Facilities Services. Dorm trash and recycling are combined into one dumpster and later sorted out by a recycling company. First done in 2010, this technique resulted in a 60% recycling rate.

The website URL where information about the program is available:

<http://www.tufts.edu/tuftsrecycles/recyclingatmoveout.html>

Water

Points Claimed 2.51

Points Available 10.25

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	Points
OP-22: Water Consumption	0.76 / 7.00
OP-23: Stormwater Management	1.00 / 2.00
Tier2-1: Waterless Urinals	0.25 / 0.25
Tier2-2: Building Water Metering	0.25 / 0.25
Tier2-3: Non-Potable Water Usage	0.00 / 0.25
Tier2-4: Xeriscaping	0.25 / 0.25
Tier2-5: Weather-Informed Irrigation	0.00 / 0.25

OP-22: Water Consumption

Score	Responsible Party
0.76 / 7.00	Betsy Isenstein Energy Manager Facilities Services

Criteria

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

Submission Note:

Much of Tufts water conservation efforts took place prior to 2005 and therefore are not captured using this metric.

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

Water consumption, 2005 baseline year:

75604915 Gallons

Water consumption, performance year :

77697004 Gallons

On-campus residents, 2005:

3397

Full-time, non-residential/commuter students, faculty, and staff members, 2005:

8578

Part-time, non-residential/commuter students, faculty, and staff members, 2005:

1242

On-campus residents, performance year:

3401

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

9480

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

1197

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

<http://sustainability.tufts.edu/?pid=16&c=24>

OP-23: Stormwater Management

Score	Responsible Party
1.00 / 2.00	John Vik Grounds Supervisor Facilities

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? :

No

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:

Tufts follows Massachusetts' stormwater policies and regulations. See <http://www.mass.gov/dep/water/wastewater/stormwat.htm> for details.

Sophia Gordon Hall has a stormwater management system that exceeds the requirements of the Massachusetts Department of Environmental Protection Stormwater Management Policy and includes a reduction in peak stormwater runoff. The total site area of Sophia Gordon Hall is 50,000 square feet. 58% of the site (approximately 21,000 square feet) is pervious (i.e. water can penetrate directly into the soil). A number of catch basins, a Stormtech infiltration system and an underground detention Advanced Drainage System (ADS) reduce the rate of runoff into the city's storm sewer by maintaining or holding the water and releasing it slowly.

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?:

Yes

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

The Tisch library has a vegetated roof. For more information, see: http://tuftsjournal.tufts.edu/2010/06_1/briefs/02/

Does the institution have porous paving?:

No

A brief description of the institution's porous paving:

Does the institution have retention ponds?:

No

A brief description of the institution's retention ponds:

Does the institution have stone swales?:

No

A brief description of the institution's stone swales:

Does the institution have vegetated swales?:

No

A brief description of the institution's vegetated swales:

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:

Sophia Gordon Hall

Erosion and sediment from building sites can have considerable ecological consequences. During construction, a comprehensive erosion and sedimentation (E&S) control plan required the project to keep sediment from entering nearby storm sewers by installing temporary silt fencing, placing silt fabric over catch basins, and sweeping the street carefully.

The Athletics project (Steve Tisch Sports and Fitness Center) includes below-grade “Stormtech” storage chambers which retain stormwater runoff from the adjacent paved areas (primarily the parking lot behind the Eliot-Pearson School, and driveway along Gantcher Field House), allowing some infiltration and some temporary retention so that post-construction peak discharge rates from the overall site do not exceed pre-construction peak discharge rates from the overall site.

Tier2-1: Waterless Urinals

Score	Responsible Party
0.25 / 0.25	Betsy Isenstein Energy Manager Facilities Services

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

Does the institution use at least one waterless urinal?:

Yes

A brief description of the technology employed:

Sophia Gordon Hall has one waterless urinal in its public restroom. Waterless urinals work completely without water or flush valves. They are touch free and improve restroom sanitation and eliminate odors. Maintenance of waterless urinals is simple but different from conventional urinals. The urinal in Sophia Gordon Hall was installed as a pilot. Tufts will examine how well it works and evaluate the possibility to install waterless urinals in other locations.

The website URL where information about the technology is available:

<http://sustainability.tufts.edu/?pid=143>

Tier2-2: Building Water Metering

Score	Responsible Party
0.25 / 0.25	Betsy Isenstein Energy Manager Facilities Services

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

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

Yes

A brief description of the water metering employed:

Water is metered at each building at Tufts University.

The website URL where information about the practice is available:

Tier2-3: Non-Potable Water Usage

Score	Responsible Party
0.00 / 0.25	John Vik Grounds Supervisor Facilities

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

Tier2-4: Xeriscaping

Score	Responsible Party
0.25 / 0.25	John Vik Grounds Supervisor Facilities

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

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

Yes

A brief description of the program or practice:

When possible, Grounds selects perennials that require less water and cut down on mowing.

Around Sophia Gordon Hall, no irrigation system has been installed for watering of the plants and grasses. The plants the designers have chosen are more drought-tolerant to accommodate the lack of irrigation on site.

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

Tier2-5: Weather-Informed Irrigation

Score

0.00 / 0.25

Responsible Party

John Vik

Grounds Supervisor
Facilities

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

Planning, Administration & Engagement

Score 78.88%

Coordination and Planning

Points Claimed 15.00

Points Available 18.00

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	Points
PAE-1: Sustainability Coordination	3.00 / 3.00
PAE-2: Strategic Plan	6.00 / 6.00
PAE-3: Physical Campus Plan	4.00 / 4.00
PAE-4: Sustainability Plan	0.00 / 3.00
PAE-5: Climate Plan	2.00 / 2.00

PAE-1: Sustainability Coordination

Score	Responsible Party
3.00 / 3.00	Tina Woolston Director Office of Sustainability

Criteria

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

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

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

Does the institution have a sustainability committee?:

Yes

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

Nearly 20 years ago, Tufts had a university-wide sustainability committee, however as the work has become more in-depth and specialized, we have found that the smaller working groups are able to get more done. We are looking a forming a new committee to assist the new President in setting the future direction of Sustainability at Tufts.

Currently The Administrative Council, a group of administrative deans and university vice presidents and senior managers, is available to act on policy. Dedicated working groups focus within specialty areas including energy procurement, energy use, waste management, dining services, procurement, construction standards, print services, lab standards etc. About 20 of these working groups are currently active to advance policies and implementation. The Office of Sustainability is involved in coordinating many of these groups.

Members of the committee, including affiliations:

Please contact the Office of Sustainability (sustainabilityoffice@tufts.edu) for this information.

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

<http://sustainability.tufts.edu/?pid=98>

Does the institution have a sustainability office?:

Yes

A brief description of the sustainability office:

The Tufts Office of Sustainability serves as a resource, a catalyst, and an advocate for environmental sustainability at Tufts. The Office of Sustainability mission statement is available at <http://sustainability.tufts.edu/?pid=5>.

The number of people employed in the sustainability office:

1.60

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

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

Does the institution have a sustainability coordinator?:

Yes

Sustainability coordinator's name:

In FY10: Sarah Hammond Creighton, in FY11: Tina Woolston

Sustainability coordinator's position title:

Director, Office of Sustainability

A brief description of the sustainability coordinator's position:

Responsible for fostering a culture of sustainability among students, faculty, and staff by leading a coherent, campus-wide sustainability program. Coordinates staff and student sustainability activities and collaborates with academic and research units to enhance sustainability learning and application at Tufts. Identifies, prioritizes and assesses the cost effectiveness, technical feasibility, and means of achieving acceptance of potential and existing sustainability practices. Plans and develops long- and short-range programs to enhance university sustainability. Engages with institutional leaders to foster sustainability broadly across campus units.

Serves as a point person for all sustainability activities on campus, annual reporting requirements and other University policies related to sustainability. Coordinates and consults with all Tufts campuses. Facilitates communications as the campus spokesperson on sustainability issues. Receives guidance from and supports the activities of the Sustainability Committee; and represents the University at national professional conferences.

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

<http://sustainability.tufts.edu/?pid=4&c=13>

PAE-2: Strategic Plan

Score	Responsible Party
6.00 / 6.00	Patricia Campbell Executive VP Office of the Executive VP

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:

Tufts Medford/Somerville campus (the focus of this report) consists of The School of Arts and Sciences (A&S), the School of Engineering (SOE) and the Fletcher School of Law and Diplomacy, as well as many of Tufts' central administrative offices, including the offices of the President and Provost. Both A&S and SOE have their own separate strategic plans, which were used to complete this credit. In addition, the Administrative Council, which is chaired by the Executive Vice President and consists of the Provost and Senior Vice President, Vice Presidents (Finance, Human Resources, Information Technology, Operations, University Advancement and University Relations), Director of Audit & Management Advisory Services, Associate Provost for Institutional Research & Evaluation, Vice Provost, Executive Director for Planning & Administration, senior administrators of each School and the HNRCA, and the Associate Dean of Tisch College, has a strategic plan (The Administrative Excellence Plan) which is an "university-wide effort to create excellence in administrative leadership and services in support of the teaching, research and scholarship that distinguish Tufts from other institutions of higher learning" This document, adopted in 2008, guides the administrative support aspect of Tufts and was also used to complete this credit.

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

Year the strategic plan or equivalent was completed or adopted:

2005

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

Yes

The strategic plan for the School of Engineering (SOE) lists "environmental sustainability" as one of the three strategic areas for the school. The SOE aims to pursue a "fundamental rethinking of how [they] educate the next generation of environmental professionals" by building partnerships with the School of Arts and Sciences, strengthening the Water: Systems, Science, and Society (WSSS) program, and developing research and education programs that address all aspects of environmental sustainability. They hope that through these initiatives, Tufts can attain national leadership in this area. See details at

<http://ase.tufts.edu/faculty-committees/ase/executive/strategic-plans/Engg2005.pdf>

The Administrative Excellent Plan includes environmental sustainability as one of its key themes. An excerpt: "Tufts strives to approach all resource commitments with a view to sustainability so that decisions are made with an awareness of future resource obligations. This approach brings a discipline that will support our best use of resources and [support] accountability beyond the immediate needs."

The university also has an environmental policy, which applies to the entire university:

<http://sustainability.tufts.edu/?pid=56&c=35>.

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 main goal put forth by the strategic plan for the School of Arts and Sciences is to advance the number of tenured faculty, especially faculty of color and women in departments in which they are under-represented. The document also identifies 4 main areas of "strength, opportunity, and challenge" for the university: Civic Engagement, Culture and Society, Global Research and Education, and Life Sciences. The document asserts that these 4 areas will be the focus of Tufts' future development. In these commitments to developing Tufts' educational resources, the strategic plan encompasses a key principle of the social dimension of sustainability: that future generations should have the same or greater access to social resources as the current generation.

The Administrative Excellence Plan includes Diversity as one of its key themes. Excerpt:

"Population trends suggest that the demographics of our nation and universities are rapidly changing. We must anticipate and respond proactively to these changes and be prepared to meet these challenges with a workforce that reflects the diversity of our student body and the world in which we live, and that reflects new and distinct ideas, possibilities and perspectives. Our future academic prominence will be determined, in part, by how productive and effective we are at integrating understandings of difference into our educational approaches and traditions. Given that "we are a microcosm of the larger world, complete with many of the same tensions and frustrations" our focus should include understanding the significance of a heterogeneous educational community - one that mirrors, acknowledges, cultivates and sustains a variety of social and cultural values that reflect the changing profile of our complex world."

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:

Building and supporting research, teaching and scholarship are at the very core of financial sustainability for a university. Without adequate support, programs will falter and fail and the university becomes unable to sustain itself. The Art & Sciences' strategic plan recognizes this need and recommends many ways to enhance support for Tufts priority programs. For example, the strategic plan recognizes that it is vital to "provide competitive fellowships, benefits, and support packages to attract high quality graduate students. Once enrolled, these students also need support for their research efforts and professional advancement, and they must be provided with opportunities to develop their research and teaching skills. Moreover, we need more funds to achieve the diversity in the graduate student body that is the hallmark of true distinction." In order to acquire these resources, Tufts launched its Beyond Boundaries campaign, and raised 1.2 billion dollars in order to make such programs financially sustainable. For more about Beyond Boundaries, see <http://giving.tufts.edu/>.

In the Administrative Excellence Plan, "Effective and Responsible Financial Management" is also one of the themes. Excerpts: "Tufts takes great pride in its stewardship of financial resources, high credit rating, and increasingly positive balance sheet. Nevertheless, we face many financial challenges raised by the current economic climate." ... "Our decentralized financial structure means that administration across the university is responsible for financial planning, budget formulation, income generation and expense monitoring. All of administration is experiencing the need to find ongoing support for priority academic endeavors. We are sensitive not only to the start up costs of projects but to the ongoing need for resources to sustain and/or replace programs over time."

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

<http://as.tufts.edu/about/strategicplan.htm>

PAE-3: Physical Campus Plan

Score	Responsible Party
4.00 / 4.00	Betsy Isenstein Energy Manager Facilities Services

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:

For more information, see <http://sustainability.tufts.edu/?pid=105>

"---" 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:

Goal F: Sustainable Campus Development states:

"Sustainable design principles should guide the future evolution of the University.

Apply the knowledge and experience of the Tufts community not only in the classroom and laboratory but in decisions shaping the evolution of the campus."

The year the physical campus plan was developed or adopted:

2005

The website URL where the physical campus plan is available:

<http://ase.tufts.edu/faculty-meetings/2005-2006/ase/10-19-05/master-plan.pdf>

PAE-4: Sustainability Plan

Score

0.00 / 3.00

Responsible Party

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.

Submission Note:

When it was adopted in 1990, this was the the first university environmental policy in the United States.

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

PAE-5: Climate Plan

Score	Responsible Party
2.00 / 2.00	Tina Woolston Director Office of Sustainability

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:

In 1999, Tufts University committed to reducing its greenhouse gas emissions consistent with the goals of the Kyoto Protocol (7% below 1990) and in 2003, President Lawrence Bacow renewed the University's dedication to climate protection by adopting the goals of the New England Governors and Eastern Canadian Premiers Climate Change Action Plan (10% reduction by 2020). Compared to business-as-usual, this translates to a real reduction of about 30% below current CO2 levels.

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

1. CO2 Reductions (highest priority) - Realizing direct and measurable reductions in carbon emissions. CO2 emissions can be reduced through increasing energy-efficiency, switching fuels, decreasing energy demand, purchasing carbon credits.
2. Research and Monitoring - Developing an understanding of the actions needed and the incentives that must accompany them.
3. Education - Increasing awareness about climate change and the personal and institutional connections to the problem.
4. Outreach and Events - Helping other institutions to make similar efforts to reduce their own contributions to global climate change and increase their awareness of climate change action.

Year the climate plan was formally adopted or approved:

1999

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

<http://sustainability.tufts.edu/?pid=107&c=40>

Diversity and Affordability

Points Claimed 13.75

Points Available 13.75

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	Points
PAE-6: Diversity and Equity Coordination	2.00 / 2.00
PAE-7: Measuring Campus Diversity Culture	2.00 / 2.00
PAE-8: Support Programs for Under-Represented Groups	2.00 / 2.00
PAE-9: Support Programs for Future Faculty	4.00 / 4.00
PAE-10: Affordability and Access Programs	3.00 / 3.00
Tier2-1: Gender Neutral Housing	0.25 / 0.25
Tier2-2: Employee Training Opportunities	0.25 / 0.25
Tier2-3: Student Training Opportunities	0.25 / 0.25

PAE-6: Diversity and Equity Coordination

Score	Responsible Party
2.00 / 2.00	Michael A Baenen Chief of Staff President's Office

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 and programs 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?:

No

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

Members of the committee, including affiliations :

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

Does the institution have a diversity and equity office?:

Yes

A brief description of the diversity office:

In 1998, following a recommendation of the December 1997 Task Force on Race Report, the AS&E Office of Diversity Education and Development (aka the Diversity Office) was created. Its purpose is to work collaboratively with faculty, staff, and students to augment the diverse community that already exists at Tufts. This office is responsible for developing, implementing, and assessing a range of programs for faculty, staff, and students, and for collaborating with offices, departments, and programs in the School of Arts and Sciences and the School of Engineering and other parts of the University, as appropriate, to promote diversity. Diversity is a term that encompasses differences among people with respect to race, culture, ethnicity, national origin, gender, sexual orientation, social class, religious belief, disability status, and age.

The Office provides workshops and other educational sessions, is a resource for consultations, develops a variety of resource materials, and helps to plan some diversity-related events on campus.

The number of people employed in the diversity office:

2

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

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

Does the institution have a diversity and equity coordinator?:

Yes

Diversity coordinator's name:

Vacant

Diversity coordinator's position title:

Executive Director of the Office of Institutional Diversity

A brief description of the diversity coordinator's position:

Oversee the Office of Equal Opportunity and its related functions, utilize new resources to expand outreach across the university and to enhance campus climate, launch new programmatic initiatives, establish strong ties between diversity programs across our Schools and administrative divisions, allow individual areas to leverage their strengths through collaboration and partnership and coordinate the relationship between the Office of Institutional Diversity and programs that relate to undergraduate education and campus climate.

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

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

PAE-7: Measuring Campus Diversity Culture

Score	Responsible Party
2.00 / 2.00	Dawn Terkla Associate Provost, Institutional Research and Evaluation Institutional Research

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.

Submission Note:

In addition to the surveys mentioned here, The Tufts Community Union (TCU) Senate administers a student survey every semester, which asks about various campus issues and senate projects. In the past, it has included questions about campus diversity culture, however recent (in the past year) surveys have not included these questions. The website above is where the information about the senior survey is posted. The information about the assessment of that survey is not available online and the wording of the survey is only available at the time it is taken.

"---" 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):

As part of its annual Senior Survey, the Office of Institutional Research & Evaluation asks questions pertaining to student perceptions of campus diversity and equity. In 2009, these questions were:

Please indicate your level of agreement with each of the statements below:

The Tufts curriculum prepared me to function well in a multicultural society.

My extra-curricular activities at Tufts prepared me to function well in a multicultural society.

Sexual harassment is a campus problem.

Racism is a campus problem.

Homophobia is a campus problem.

On the Sophomore survey, the Office of Institutional Research & Evaluation asks students a question that is related to diversity:

When you first came to Tufts, you had certain expectations. Please rate to what extent you agree or disagree that your expectations have been met in regards to the following characteristics (Strongly Agree-Strongly Disagree):

Racial/ethnic balance of students

Students from wide range of socio-economic backgrounds

Students from wide range of geographic locations (outside U.S.)

Students from wide range of geographic locations (within U.S.)

Acceptance of students with different racial/ethnic backgrounds

Acceptance of students with different religious backgrounds

Acceptance of students with different sexual orientations

Acceptance of students from different socio-economic backgrounds

Acceptance of students with disabilities

On the Matriculating Student Survey, the Office of Institutional Research & Evaluation asks these questions:

Were the following characteristics important to you when selecting a college or university:

1. Diverse racial/ethnic student population
2. Students with wide range of socioeconomic backgrounds

Year the assessment was last administered:

2010

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

The results of these assessments are shared with administrators and relevant faculty to allow them to use the information as they find appropriate.

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

<http://commencement.tufts.edu/ase/?pid=87>

PAE-8: Support Programs for Under-Represented Groups

Score	Responsible Party
2.00 / 2.00	Michael A Baenen Chief of Staff President's Office

Criteria

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

Submission Note:

For a brochure about diversity programs at Tufts, see http://provost.tufts.edu/docs/Embracing_Differences_Enlightening_Minds.pdf. Orientation for incoming First-Year students includes two programs directly concerned with diversity. "Many Stories, One Community" is a panel of returning sophomores, juniors, and seniors from a wide diversity of backgrounds who talk about their experiences at Tufts, and what they have learned about themselves and others. "In the Sack" combines an informational presentation, skits, and accounts of personal experiences to increase awareness of sexual assault and acquaintance rape.

"---" 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 under-represented groups on campus?:

Yes

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

Major support for under-represented groups within the student body is provided by what is known as the "Group of Six." The Group of Six work collectively and independently to develop knowledge of and appreciation for diversity at Tufts. Staff members at each Center advise and advocate for specific constituencies and serve as resources for all students, faculty, and staff on the Medford Campus. The Group of Six consists of: the Africana Center, the Asian American Center, the International Center, the Latino Center, the LGBT Center, and the Women's Center. For more about the Group of Six, see <http://uss.tufts.edu/studentaffairs/groupOf6.pdf>.

In addition to the Group of Six, the Office of Institutional Diversity (OID) strives to lead a concerted and sustained institutional effort in the advancement, coordination, and development of related programs and policies at Tufts. With the President and Provost, as well as Deans, Vice-Presidents and Managers across divisions and schools, the office works to infuse the campus community with an understanding of the centrality, importance and complexity of diversity within all aspects of University life. The individual graduate and professional schools also have staff and programs dedicated to meeting the needs of their diverse student populations.

Support for the diversity of the graduate student population comes through programs such as the Education Department's Urban Teacher Training Collaborative (UTTC), the Urban and Environmental Policy and Planning

Department's Neighborhood Fellows Program and the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM). For a more extensive list, see http://provost.tufts.edu/1178544476276/Provost-Page-prov2w_1257775065326.html.

These are just a few of the many resources that under-represented groups have. For a more extensive list, see http://provost.tufts.edu/1178544476276/Provost-Page-prov2w_1257775065427.html

A brief description of the programs sponsored by the institution to support under-represented groups within the faculty:

Tufts belongs to the New England Higher Education Recruitment Consortium (NE-HERC). This consortium of universities provides a website for posting faculty and staff positions and information about resources; convenes semi-annual meetings for member institutions that provide information and opportunities for networking; and emphasizes recruiting a diverse workforce.

A brief description of the programs sponsored by the institution to support under-represented groups within the staff:

The Director of the Office of Equal Opportunity (OEO) interprets and implements policy related to best affirmative action and equal opportunity practices in employment and retention. The OEO staff also monitors grievances and compliance issues related to Tufts' non-discrimination policy. (<http://oee.diversity.tufts.edu/>) Tufts is also a founding co-signer of the Commonwealth Compact, whose goal is to make Massachusetts a more diverse and welcoming place to live and work.

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

http://provost.tufts.edu/1178544476276/Provost-Page-prov2w_1257775076173.html

PAE-9: Support Programs for Future Faculty

Score	Responsible Party
4.00 / 4.00	Vincent Manno Associate Provost Office of the Provost

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 under-represented 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 students from under-represented 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 :

Tufts University is a member of the National GEM Consortium for Graduate Degrees for Minorities in Engineering and Science. For more information, see <http://gradstudy.tufts.edu/admissions/gemfellowships.htm>.

Tufts Biology Department participates in the NSF Research Experience for Undergraduates (REU) and Undergraduate Research Mentoring (URM). This is a summer research program that seeks to increase students' proficiency in biological research and collaborative skills, to educate and inspire students toward future research careers, and to develop students' ability to effectively communicate scientific results. The Department especially encourages applications from women and minorities, as well as students from community colleges and other institutions that do not traditionally offer research opportunities.

The Tufts Center for STEM Diversity offers support programs for graduate programs in science, technology, engineering, and mathematics. For more information, see <http://stemdiversity.tufts.edu/?pid=26&c=20>.

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

http://provost.tufts.edu/1174240949515/Provost-Page-prov2w_1178544476276.html

PAE-10: Affordability and Access Programs

Score	Responsible Party
3.00 / 3.00	Laura Doane Program Director, Advertising and Scholarships Office-Dean Undergraduate Education

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:

- Participation in federal TRIO programs
- 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
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

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

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of the institution's participation in federal TRIO programs:

We do not participate in TRIO programs, but various staff have worked in TRIO programs and we've incorporated some of those best practices.

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

All undergraduate financial aid is based on need as determined by an analysis of family finances. This need, or aid eligibility, is the difference between educational expenses and the university's estimate of what the family can contribute toward those expenses.

Tufts does not offer any undergraduate merit or academic scholarships. All aid is based solely on financial need and is not adjusted for superior academic performance or extracurricular activities.

For more about how Tufts' financial aid is calculated, see <http://uss.tufts.edu/finaid/awarding-info/Eligibility.asp>.

The Fletcher School awards over \$6 million in scholarship aid for graduate students annually. Fletcher Scholarships are awarded on the basis of merit and need to both U.S. citizens/permanent residents and non-U.S. citizens. For more information about Fletcher awards, see <http://fletcher.tufts.edu/admissions/scholarships.shtml>.

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

We schedule one or two advising workshops a semester for pre-major academic advisors. These are resource reminders (ARC services, mental health data and conversation starters, etc) and facilitators work with the program director of advising and scholarships to fold in components to address the specific needs of our increasingly "diverse" population of students. On a smaller scale, we have the CSEMS (Computer Science, Engineering, or Mathematics Scholars - <http://www.cs.tufts.edu/research/csems/>) and HCF (Health Careers Fellows - <http://ase.tufts.edu/commhealth/H COP.htm>) programs, which engage faculty and staff in presentation capacities. The Center for STEM Diversity (<http://stemdiversity.tufts.edu/>) also assists faculty and staff in both schools to think about issues of homogeneity in those fields and helps with awareness of local/national programs and resources to alleviate professional under-representation of specific groups. CELT (Center for the Enhancement of Learning and Teaching - <http://celt.tufts.edu/>) is in the process of bringing the issues of socioeconomic and parental education gaps more into some of its offerings as well.

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

The Retention Task Force, convened by the Dean of Undergraduate Education, focused on assessing and developing resources and programs to support low-income and first-generation-college students. There is a significant overlap between these groups and students of color at Tufts. Some of the Task Force's recommendations are already in place (e.g., financial aid for Summer Session courses; financial aid for pre-Orientation programs; a half-credit "College 101" course on academic skill-building and time management), and others are in process.

Computer Science, Engineering, and Math Scholars (CSEMS)

CSEMS promotes the academic advancement and degree achievement of talented undergraduates from low-income backgrounds, with an emphasis on underrepresented groups, females, and/or first-generation college-goers. The program provides students with scholarships that replace their work-study grants, thereby freeing them from the need to hold a job and allowing them to focus more on schoolwork. CSEMS students also meet weekly as a group as first-years and sophomores, and are mentored by junior-year alumni of the program, graduate students, and faculty.

Names of incoming undergrads who are identified from Admissions data as the first in their families to attend a 4-year college (1st-gen) are sent to the Office of Program Director for Advising and Scholarships. 1st-gen students are matched by hand with academic advisers who have served in that capacity for a number of years and have experience with some of the challenges unique to the 1st-gen college transition. This group of advisers also attends additional training to other advisers and meets regularly to discuss ways in which this group of students could be better supported at the institution.

Incoming 1st-gen freshman in New England are invited to a celebration and resources fair prior to their matriculation – August Preview.

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

Because the full need of all admitted students is met, we do not need to have special scholarships specifically for low income students.

There are, However, Computer Science, Engineering and Match Scholars (CSEMS) and Health Careers Fellows (HCF) programs. These are invitation only programs to support under-represented students in the related fields. Both recruit and enroll admitted students prior to matriculation and keep them in the program for the course of their Tufts career, provide comprehensive regular programming, mentoring matches, and scholarship aid.

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

The Tufts Parents Program serves as a bridge between families and their students at the university. Throughout the academic year, the Parents Program hosts events on and off campus to keep families engaged with their students' Tufts experience and connected to the rich academic and cultural life of the university. For more information, see <http://parentsprogram.tufts.edu/>.

Incoming 1st-gen students and students who will receive a federal PELL grant (usually this means family income is less than 150% the federal poverty line) get personal calls over the summer prior to matriculation. Both groups are engaged in conversations to help make sense of paperwork and logistical requirements and to make sure that all opportunities that may seem more accessible to higher-income students or students with college-savvy families (i.e. Pre-Orientation programs, contacting a faculty member one-on-one, utilizing new books and/or a personal computer, etc.) are considered an option. PELL grant recipients are also asked about their plans for travel to campus for move-in, accommodation of parents and related planning with a significant financial component.

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

Voices of Tufts: the Diversity Experience

Voices is a program sponsored by the Office of Undergraduate Admissions for prospective students of color; first generation college-bound students; lesbian, gay, bisexual, and transgendered (LGBT) students; students in low income or rural areas; and other students interested in learning about diversity within the Tufts Community. High school seniors are invited to take advantage of this excellent opportunity to explore campus, attend classes, meet professors, and spend a night with current students.

Voices is run by Undergraduate Admissions, <http://admissions.tufts.edu/?pid=168>.

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

In terms of making Tufts affordable for low-income students, Financial Aid has a robust process to meet aid gaps for low-income students, including funding from donors and listed as scholarships. Our Program Director of Advising and Scholarships also works with students to try and get a number of need-based scholarships that are not offered by Tufts.

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

One of Tufts' biggest priorities is to become a need-blind institution. We are striving toward this goal with our Beyond Boundaries financial campaign: http://advancement.tufts.edu/why_give/support_financial_aid.html

Tufts offers an additional benefit to low income students: students from families with total income of less than \$40,000 get financial aid awards that do not include student loans. Their full need is met with grants and work study. This typically means that their grant will be \$2500-\$5000 higher than the standard financial aid package.

Tufts offer to pay the cost of health insurance for any Pell Grant recipient (which are typically our lowest income students) who is not covered by a family health insurance plan.

In light of the recent economic recession, Tufts has recognized that it is difficult for some students to continue their education at Tufts. So we started the Tufts Student Fund, a student-driven fund that provides a scholarship to a returning student. See more at http://www.tufts.edu/development/ways_to_give/ase_studentfund.html.

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

In addition, the summer before enrollment, Tufts sends a mailing out to all financial aid students with money saving tips to help them minimize their cost of attendance. The tips include advice on renting textbooks, or buying them used, taking advantage of free and low cost entertainment on campus, and avoiding spending a lot of money to buy stuff for their dorm rooms recommended by Bed&Bath and other stores.

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

<http://uss.tufts.edu/finaid/awarding-info>

Tier2-1: Gender Neutral Housing

Score	Responsible Party
0.25 / 0.25	Tom Bourdon Director Tufts LGBT Center

"---" 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:

Tufts Residential Life and the Director of the LGBT center will work with students who identify as transgender to accommodate their specific needs. Potential options for housing for students who identify as transgender are (but are not limited to):

Incoming first-years:

- * A single occupancy room in a dormitory with other students of the same class year in a mixed gender section of the hall
- * The standard assignment of double occupancy room with another student whose gender is the same as the transgender student's legal gender.

Students beyond their first year who are able to choose their own roommate:

- * A single occupancy room in a dormitory with other students of the same class year in a mixed gender section of the hall
- * A double occupancy room with another student who identifies as transgender
- * A double occupancy room with another student whose gender is the same as the transgender student's gender identity (not necessarily legal gender identity)
- * The standard assignment of double occupancy room with another student whose gender is the same as the transgender student's legal gender
- * A space in the LGBT mixed-gender housing unit, the Rainbow House.

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

<http://ase.tufts.edu/lgbt/resources/student/housing.asp>

Tier2-2: Employee Training Opportunities

Score

0.25 / 0.25

Responsible Party

Jean Wu

Program and Education Director
Office of Diversity Education and Development

"---" 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:

The Arts, Sciences, and Engineering Office of Diversity Education and Development provides workshops and other educational sessions, is a resource for consultations, develops a variety of resource materials, and helps to plan some diversity-related events on campus. Examples include:

- * Workshops on topics such as Teaching Diverse Student Populations; Invisible Differences: Sexual Orientation in the Classroom; and Diversifying Curriculum Content.
- * The Inclusive Classroom Project, which provides small grants for faculty who want to work on their curriculum and/or pedagogy to increase their inclusivity of diversity at Tufts.
- * Consultations to departments and programs on issues related to diversity, such as how to carry out an assessment of the state of diversity in a department (Who are the students? Who are the faculty and staff? What are we teaching? How are we teaching and learning?)
- * Consultations to individual faculty on how to create inclusive and nonbiased environments for their teaching and advising.

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

<http://as.tufts.edu/about/diversityOffice.htm>

Tier2-3: Student Training Opportunities

Score

0.25 / 0.25

Responsible Party

Marisel Perez

Associate Dean of Students
Student Services Center - A&S

"---" 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:

Consistent with the overall mission of the Dean of Student Affairs Office, the Initiative's group Students Promoting Equality Awareness and Compassion (SPEAC) seeks to improve the quality of student life by offering students opportunities for personal growth and development through engaging in peer-led discussions and events that foster the understanding and support of campus diversity. To this end, training and support is provided to students committed to the coordination, facilitation and support of such student peer programs. SPEAC's responsibilities include facilitating educational events and discussions on topics and issues of pluralism, serving as consultants/trainers/liaison to residential life staff, and providing training to student groups in organizing programs and leading discussions on intolerance.

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

<http://uss.tufts.edu/studentaffairs/SPEAC/SPEAC.asp>

Human Resources

Points Claimed 19.75

Points Available 19.75

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	Points
PAE-11: Sustainable Compensation	8.00 / 8.00
PAE-12: Employee Satisfaction Evaluation	2.00 / 2.00
PAE-13: Staff Professional Development in Sustainability	2.00 / 2.00
PAE-14: Sustainability in New Employee Orientation	2.00 / 2.00
PAE-15: Employee Sustainability Educators Program	5.00 / 5.00
Tier2-1: Childcare	0.25 / 0.25
Tier2-2: Employee Wellness Program	0.25 / 0.25
Tier2-3: Socially Responsible Retirement Plan	0.25 / 0.25

PAE-11: Sustainable Compensation

Score	Responsible Party
8.00 / 8.00	Kathe Cronin Vice President Human Resources

Criteria

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

Student workers are not covered by this credit.

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

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

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

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

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

2192

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

2192

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

The salaries Tufts University pays to staff are based on a review of the market. Tufts monitors its position in the market regularly and adjusts salaries as needed. While the Massachusetts minimum wage is \$8/hour, at Tufts our minimum hiring rate is \$11.60/hour.

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:

2010

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

http://hr.tufts.edu/1171973088695/Human_Resources-Page-hr2w_1172048104475.html

PAE-12: Employee Satisfaction Evaluation

Score	Responsible Party
2.00 / 2.00	Kathe Cronin Vice President Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

Tufts is in the process of developing a website that would contain the information from these surveys.

"---" 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:

Tufts engaged Discovery Surveys, an external consultant specializing in Employee Satisfaction survey work, to design and implement a survey for staff, seeking their feedback on all key aspects of working at Tufts, including perspectives on compensation, benefits, training and development, HR services, and communications.

The year the employee satisfaction evaluation was last administered:

2010

The website URL where information about the institution's employee satisfaction evaluation process is available:

PAE-13: Staff Professional Development in Sustainability

Score	Responsible Party
2.00 / 2.00	Tina Woolston Director Office of Sustainability

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

Training for faculty members about incorporating sustainability into the curriculum, which is covered by *ER Credit 14: Incentives for Developing Sustainability Courses*, does not count for this credit.

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 available to all staff?:

Yes

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

The Office of Sustainability provides a variety of professional development opportunities for staff, as well as a formal year-round "Eco-Ambassador" program. Recent offerings have included a "lunch and learn" about commuting and transportation (as part of a partnership between the OOS and the HR department), a tour of a LEED Platinum building, and an environmental film series.

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

<http://sustainability.tufts.edu/?pid=10&c=16>

PAE-14: Sustainability in New Employee Orientation

Score	Responsible Party
2.00 / 2.00	Michelle Conroy Employment Coordinator Human Resources

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

Submission Note:

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

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

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:

New staff get a "Guide to Living and Working Green at Tufts" booklet during new employee orientation. It contains information about recycling, saving water and energy in the office, smart shopping, transportation, and other sustainability resources at Tufts.

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

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

PAE-15: Employee Sustainability Educators Program

Score	Responsible Party
5.00 / 5.00	Tina Woolston Director Office of Sustainability

Criteria

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

Submission Note:

The number of employees varies, but as of June 30, 2010, according to HR there were 2,192 employees on payroll on the Medford campus. For Program 2, 13 employees participated in 2010.

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

Total number of people employed by the institution:

2192

Program name (1st program) :

Eco-Ambassadors

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

2192

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

Although aimed at staff, the Eco-Ambassadors program is open to all interested employees, both faculty and staff.

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

The Office of Sustainability at Tufts wants to help staff and faculty members – the stewards of the university's departments and offices – make their workplaces more sustainable and to serve as sustainability resources within their offices or departments. OOS offers a year-long Eco-Ambassador program that meets once a month to learn about various sustainability topics and how to educate their colleagues about sustainable living and working

practices.

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

The program is organized through the Office of Sustainability. After staff attend at least 8 training sessions, they are recognized as an official Eco Ambassadors and they are eligible for grants to help launch office greening projects.

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

<http://sustainability.tufts.edu/?pid=10&c=16>

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):

Tier2-1: Childcare

Score	Responsible Party
0.25 / 0.25	Kathleen Paglerani Staff Assistant Eliot Pearson

"---" 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:

Tufts has two such facilities: the Tufts Educational Day Care Center, and the Eliot-Pearson Children's School.

Tufts Educational Day Care Center offers an innovative year-round, full-day educational preschool and kindergarten program for children from within the Tufts community and its surrounding cities. Our Center is located in a state-of-the-art preschool facility on Tufts' main campus. Each of our four classrooms is staffed by three teachers who hold either Bachelor's or Master's degrees in early childhood education and by a variety of graduate teaching assistants, student teachers and undergraduate interns. The number for general questions for the Center is (617) 627-3412. For more information about the center, see <http://ase.tufts.edu/tedcc/index.htm>

The Eliot-Pearson Children's School is the laboratory-demonstration school affiliated with the Eliot-Pearson Department of Child Development at Tufts University. The school serves as a model and demonstration facility, providing a training and observation site for new and experienced teachers and a research facility for faculty and supervised students in the Department of Child Development. The Children's School enrolls approximately 80 children.

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

<http://ase.tufts.edu/epcs/default.asp>

Tier2-2: Employee Wellness Program

Score	Responsible Party
0.25 / 0.25	Kathe Cronin Vice President Human Resources

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:

Yes

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

Tufts' current wellness program includes condition specific disease management, health risk assessment, behavior modification, intervention and re-measurement. The Tufts University health management initiative works with health plans' wellness offerings, and the HR Benefits Office provides integration and coordination. The rationale for this approach is based on the ready availability of diagnosis information to each plan and the linkage between the plans and their providers. Appropriate interventions include seminars that provide education and support to all segments of the University's plan participants. This process is used to encourage longer term behavior change in identified areas of wellness opportunity.

Tufts Human Resources also administers the "Healthy @ Tufts" workplace wellness initiative.

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

http://hr.tufts.edu/1172048130132/Human_Resources-Page-hr2_1193661996857.html

Tier2-3: Socially Responsible Retirement Plan

Score	Responsible Party
0.25 / 0.25	Kathe Cronin Vice President Human Resources

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

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

A brief description of the socially responsible investment option for retirement plans:

Two options are offered:

1. Neuberger Berman Socially Responsive Fund (administered through Fidelity Investments)

The Portfolio Manager of this fund looks for companies that show leadership in three areas: environmental concerns, diversity in the work force and progress employment and work place practices and community relations.

2. TIAA-CREF Social Choice Equity Fund

The Portfolio Manager of this fund primarily invests in U.S. based companies that are screened to meet or exceed certain environmental, social and governance criteria. The evaluation process seeks out companies that are: strong stewards of the environment; devoted to serving local communities and society in general; committed to high labor standards; dedicated to producing high-quality, safe products; and those managed in an ethical manner.

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

Investment

Points Claimed 5.08

Points Available 16.75

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.

Credit	Points
PAE-16: Committee on Socially Responsible Investment	2.00 / 2.00
PAE-17: Shareholder Advocacy	0.00 / 5.00
PAE-18: Positive Sustainability Investments	2.83 / 9.00
Tier2-1: Student-Managed SRI Fund	0.25 / 0.25
Tier2-2: Socially Responsible Investment Policy	0.00 / 0.25
Tier2-3: Investment Disclosure	0.00 / 0.25

PAE-16: Committee on Socially Responsible Investment

Score	Responsible Party
2.00 / 2.00	Sally Dungan Chief Investment Officer Office of the Trustees

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.

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.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body or a brief description of how the CIR is tasked to address social and environmental concerns :

The Advisory Committee on Shareholder Responsibility (ACSR) (2007 - present) is a committee designated as an student-run advisory mechanism to the Board of Trustees for making socially responsible investment decisions. The ACSR's charter calls for a membership of three undergraduate students to submit formal recommendations on how Tufts University uses its proxy vote on various issues that come before it as a major investor. In 2011 the name of the committee was changed to the Advisory Committee on Endowment Responsibility (ACER).

Members of the CIR, including affiliations:

Kelsea Carlson, Maggie Selvin, Mahpari Sotoudeh – all are undergraduate students

The website URL where information about the committee is available:

<http://tpan.wikispaces.com/ACSR>

PAE-17: Shareholder Advocacy

Score

0.00 / 5.00

Responsible Party

Sally Dungan
Chief Investment Officer
Office of the Trustees

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.

Submission Note:

Tufts has not engaged in shareholder advocacy in the past three years.

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

PAE-18: Positive Sustainability Investments

Score	Responsible Party
2.83 / 9.00	Sally Dungan Chief Investment Officer Office of the Trustees

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.

Submission Note:

Value of holdings in businesses selected for exemplary sustainability performances is unknown, because Tufts does not measure this.

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

Total value of the investment pool:

1300000000 US/Canadian \$

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

0 US/Canadian \$

Value of holdings in businesses selected for exemplary sustainability performances:

0 US/Canadian \$

Value of holdings in sustainability investment funds, such as a renewable energy investment fund:

2600000 *US/Canadian \$*

Value of holdings in community development financial institutions (CDFIs):

120000000 *US/Canadian \$*

Value of holdings in socially responsible mutual funds with positive screens:

0 *US/Canadian \$*

A brief description of the companies, funds, and/or institutions referenced above:

Sustainable industries: not measured directly. Allocation to timber: \$13.8 million, allocation to clean technology 2.6 million.

Community development financial institutions: Microfinance fund. See more here:

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

The website URL where information about the institution's sustainability investment activities is available:

Tier2-1: Student-Managed SRI Fund

Score

0.25 / 0.25

Responsible Party

Cindy Stewart
Assistant Director
Experimental College

Submission Note:

A blog post describing the microfinance investment project is available at <http://sites.tufts.edu/excollege/2011/03/28/from-medford-to-colombia/>.

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

Does the institution have a student-managed socially responsible investment fund through which students are able to develop socially responsible investment skills and experience?:

Yes

A brief description of the student-managed SRI fund:

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

The Experimental College has also offered courses such as "Future Philanthropists", in which students also participated in grantmaking, and in Microfinance, in which students studied and participated in microfinance investments.

The website URL where information about the fund is available:

<http://excollege.tufts.edu/newsPublication2008pg1.asp>

Tier2-2: Socially Responsible Investment Policy

Score

0.00 / 0.25

Responsible Party

Sally Dungan
Chief Investment Officer
Office of the Trustees

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

Tier2-3: Investment Disclosure

Score

0.00 / 0.25

Responsible Party

Sally Dungan
Chief Investment Officer
Office of the Trustees

Submission Note:

Individual investment are disclosed to the trustees responsible for management of the investment portfolio, the members of the investment committee. The allocation of the portfolio's assets is disclosed to the public via the Tufts website.

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

Public Engagement

Points Claimed 25.30

Points Available 31.75

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	Points
PAE-19: Community Sustainability Partnerships	2.00 / 2.00
PAE-20: Inter-Campus Collaboration on Sustainability	2.00 / 2.00
PAE-21: Sustainability in Continuing Education	7.00 / 7.00
PAE-22: Community Service Participation	2.05 / 6.00
PAE-23: Community Service Hours	6.00 / 6.00
PAE-24: Sustainability Policy Advocacy	4.00 / 4.00
PAE-25: Trademark Licensing	2.00 / 4.00
Tier2-1: Graduation Pledge	0.00 / 0.25
Tier2-2: Community Service on Transcripts	0.00 / 0.25
Tier2-3: Farmers' Market	0.25 / 0.25

PAE-19: Community Sustainability Partnerships

Score	Responsible Party
2.00 / 2.00	Tina Woolston Director Office of Sustainability

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.

Submission Note:

For information about Tisch college, see <http://activecitizen.tufts.edu/> For information about Groundwork Somerville, see <http://www.groundworksomerville.org/> For UEP: <http://ase.tufts.edu/uep>

"---" 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:

Many of Tufts' partnerships with the local community are through the Jonathan M. Tisch College of Citizenship and Public Service, which strives to prepare young people to be lifelong active citizens and creates an enduring culture of active citizenship. Some of the resources that Tisch College provides include funding for sustainability-related community internships (at organizations such as Groundwork Somerville [<http://www.groundworksomerville.org/>]) and sustainability-related community research (<http://activecitizen.tufts.edu/downloads/CompilationofCommunityEngagedResearch.pdf>).

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

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

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

The website URL where information about sustainability partnerships is available:

PAE-20: Inter-Campus Collaboration on Sustainability

Score	Responsible Party
2.00 / 2.00	Tina Woolston Director Office of Sustainability

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:

The Office of Sustainability has created a list of educational materials (all available online) for other universities and interested parties. See <http://sustainability.tufts.edu/?pid=28>.

The Urban Environmental Policy and Planning Program also put together a sustainability guideline that can be found here: <https://wikis.uit.tufts.edu/confluence/download/attachments/34084861/Food+System+C...>

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

AASHE
NECSC (Northeast College Sustainability Coordinators)
USGBC
MSSCOR (Massachusetts School Sustainability Coordinators)

Tufts is also affiliated with the Stockholm Environment Institute. See more at <http://sei-international.org/index.php>.

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

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

<http://sustainability.tufts.edu/?pid=136>). In addition many publications related to sustainability on campuses have come out of Tufts, both from faculty as well as staff.

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

PAE-21: Sustainability in Continuing Education

Score

7.00 / 7.00

Responsible Party

Rusty Russell

Lecturer

Urban Environmental Policy and 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 website above contains information on all of the sustainability related/focused courses in all of the certificate programs. The website for the Community Environmental Studies certificate program is, <http://gs.as.tufts.edu/academics/certificateprograms/communityenvironmental.htm>. The Water Systems, Science and Society Certificate Program is also related to sustainability. It is focused on teaching students how to develop integrated, interdisciplinary solutions to the complex science, public health, economic, engineering, environmental, behavioral, planning, and policy issues surrounding U.S. and international water crises. For more information go here, www.tufts.edu/water The contact person for this information is Richard Vogel, richard.vogel@tufts.edu, (617) 627-4260, Professor in the Civil and Environmental Engineering Department.

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

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

Yes

Number of sustainability continuing education courses offered :

34

Total number of continuing education courses offered:

106

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

Yes

A brief description of the certificate program:

Community Environmental Studies: The certificate in Community Environmental Studies (CES) provides professional training for careers in today's evolving environmental field. The interdisciplinary curriculum is designed to clarify career goals for those who may be considering environmental work, as well as enhance the skills of professionals already in the field. More information can be found here, <http://gs.as.tufts.edu/academics/certificateprograms/communityenvironmental.htm>

Year the certificate program was created:

1994

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

<http://sustainability.tufts.edu/?pid=199&c=55>

PAE-22: Community Service Participation

Score	Responsible Party
2.05 / 6.00	Nancy Wilson Director and Associate Dean Johnathan M. Tisch College of Citizenship and Public Service

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 number only includes students involved with the Tisch School of Citizenship and Public Service. It is likely that many more students than this are involved in community service through the Greek system and their own personal interests.

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

The number of students engaged in community service:

2392

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

6986

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

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

PAE-23: Community Service Hours

Score

6.00 / 6.00

Responsible Party

Shirley Mark

Director, Lincoln Filene Center for Community Partnerships
Jonathan M. Tisch College of Citizenship and Public Service

Criteria

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

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

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

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

143140

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

6986

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

<http://activecitizen.tufts.edu/?pid=236>

PAE-24: Sustainability Policy Advocacy

Score

4.00 / 4.00

Responsible Party

Tina Woolston
Director
Office of Sustainability

Criteria

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

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

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

Tufts University has a history of advocating for sustainability in public policy, beginning with a letter sent to then-President George Bush in 2001 calling for a truly innovative energy policy. This letter was signed by the presidents of 40 colleges and universities. For a copy, see sustainability.tufts.edu/downloads/Bush.PDF.

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

The student group Students for a Just and Stable Future works with others from around the state (<http://justandstable.org/>) to lobby the Massachusetts government to switch to 100% clean energy.

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

PAE-25: Trademark Licensing

Score	Responsible Party
2.00 / 4.00	Tom McVarish Associate Director of Operations Office for Technology Licensing and Industry Collaboration

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.

Submission Note:

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

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

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

No

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

Yes

Has the institution expressed 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:

<http://www.fairlabor.org/fla/go.asp?u=/pub/mp&Page=CollegesUniversities>

Tier2-1: Graduation Pledge

Score

0.00 / 0.25

Responsible Party

Tina Woolston

Director
Office of Sustainability

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

Tier2-2: Community Service on Transcripts

Score

0.00 / 0.25

Responsible Party

Nancy Wilson

Director and Associate Dean

Johnathan M. Tisch College of Citizenship and Public Service

Submission Note:

Tufts does not recognize service on transcripts. However, the Tisch College for Citizenship and Public Service does run a Latin honors program for civic engagement called Honos Civicus. Students self nominate, citing at least three courses that contributed to their civic development and at least three service activities (on or off campus) that helped develop their civic abilities, and write a reflection essay. This award is listed in the commencement bulletin.

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

Tier2-3: Farmers' Market

Score

0.25 / 0.25

Responsible Party

Patricia Klos

Director of Dining and Business Services
Dining Services

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

Does the institution host a farmers' market for the community?:

Yes

A brief description of the farmers' market:

The Tufts Farmer's Market occurs on Wednesdays from the beginning of September to the end of October. They offer fresh locally-grown produce from Tufts' Friedman School of Nutrition's New Entry Sustainable Farming Project (a group that helps local farmers get started by providing access to information, resources, training and technical support), baked goods from a local pastry shop, and some free samples. Tufts money on our IDs, "Jumbopoints", are also accepted and people are encouraged to bring their own bag.

The website URL where information about the market is available:

<http://dining.tufts.edu/?pid=127&c=110>

Innovation

Score 4.00

Innovation

Points Claimed 4.00

Points Available 4.00

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	Points
IN-1: Innovation 1	1.00 / 1.00
IN-2: Innovation 2	1.00 / 1.00
IN-3: Innovation 3	1.00 / 1.00
IN-4: Innovation 4	1.00 / 1.00

IN-1: Innovation 1

Score	Responsible Party
1.00 / 1.00	Judi Kennedy Program Administrator Loan Repayment Assistance Program

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
 - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
 - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
 - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

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

The Tufts Loan Repayment Assistance Program (LRAP) is a university-wide program that helps selected Tufts graduates working in public service repay a portion of their annual education loan debt. Believed to be the first university-wide program of this kind in the country, the purpose of LRAP is to encourage and enable Tufts graduates to pursue careers in public service and to meet an unmet need by reducing the extent to which their educational debt is a barrier to working in comparatively low-salaried jobs in the public and nonprofit sectors.

A letter of affirmation from an individual with relevant expertise:

[STARS LRAP Innovation Credit Letter 072211.docx](#)

The website URL where information about the innovation is available :

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

IN-2: Innovation 2

Score	Responsible Party
1.00 / 1.00	Laurie Sabol Social Sciences Ref Librarian Tisch Library

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
 - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
 - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
 - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

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

This summer (2011) Tisch Library, along with the Tufts Facilities Services department, partnered with the Tufts-sponsored New Entry Sustainable Farming Project to create a demonstration garden in front of the main student library. New Entry assists people with limited resources, many of them immigrants who have an interest in small-scale commercial agriculture, to begin farming in Massachusetts. New Entry has trained dozens of beginning farmers from North America, Southeast Asia, Sub-Saharan Africa and the Caribbean, many of whom are who are now active producers across Eastern Massachusetts and beyond. In 2005 they started the World

PEAS Collaborative to help their farmers connect with local consumers through a multi-producer distribution network. Many of these farmers do not have a large enough volume, means of transportation, time or English language skills to effectively access viable markets on their own. By joining together, more than 3 dozen producers now reach more markets and make deliveries more efficiently, including a CSA that delivers on campus. For more information on New Entry and the World PEAS CSA, see www.nesfp.org.

Since many of these farmers grow vegetables native to their country of origin that are not familiar to New Englanders, the demonstration garden was conceived as a way to showcase the unusual plants. The garden is located outside Tisch Library, and includes maize, sorghum, mustard greens, sweet potatoes, Japanese eggplant, millet and other ethnic and traditional crops typically grown by many New Entry Farmers. The garden exposes students and the rest of the Tufts community to a new perspective on what it means to be a vegetable and how the culture of food varies significantly from country to country. It has proven to be a wonderful attention-getter, with many people stopping to watch the tall millet plants swaying in the breeze or read the signs explaining the unfamiliar plants. It has even become a stop on prospective student campus tours.

A letter of affirmation from an individual with relevant expertise:

[Tufts letter of affirmation garden.pdf](#)

The website URL where information about the innovation is available:

<https://wikis.uit.tufts.edu/confluence/display/FoodPlanningUEPFriedman/2011/03/08/New>

IN-3: Innovation 3

Score	Responsible Party
1.00 / 1.00	Dawn Quirk Program Manager, Waste Reduction Facilities Services

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

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

While composting in the dining services facilities has been happening for decades, there has been high demand for a location for staff and students for a place to drop compost from their office, dorm room or off-campus housing. To facilitate this two drop-off bins for compost were opened on campus in the fall of 2009. These bins facilitate composting at small events, in offices and are widely used by students living off-campus. They are not open to the public at large.

A letter of affirmation from an individual with relevant expertise:

[Tufts Community Composting letter of affirmation.pdf](#)

The website URL where information about the innovation is available:

<http://sites.tufts.edu/tuftsrecycles/composting/drop-off-sites/>

IN-4: Innovation 4

Score	Responsible Party
1.00 / 1.00	Betsy Isenstein Energy Manager Facilities Services

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
 - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
 - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
 - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

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

Dorm Shut Down. The day that the dorms close for winter break, a team of staff from Facilities, Residential Life, the Office of Sustainability, Public Safety and others break into pairs and walk through every dorm room on campus to check that windows are closed, stoves are off, fridges are empty and unplugged, radiators are turned down and lights are turned off. A check list was developed by the Program and is distributed by the resident hall advisors to help students leave their dorm rooms in "shutdown mode." This unique program saves energy and prevents accidental freeze-ups caused by windows left open near water and sprinkler piping. A few years ago the

program became institutionalized when Residential Life incorporated the policing of staffed dorms into their annual practices.

A letter of affirmation from an individual with relevant expertise:

[Tufts Winter Break Shutdown letter.pdf](#)

The website URL where information about the innovation is available:

<http://sustainability.tufts.edu/?pid=102>