stars technical manual

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aashe

AASHE is helping to create a brighter future of opportunity for all by advancing sustainability in higher education. By creating a diverse community engaged in sharing ideas and promising practices, AASHE provides administrators, faculty, staff and students, as well as the businesses that serve them, with: thought leadership and essential knowledge resources; outstanding opportunities for professional development; and a unique framework for demonstrating the value and competitive edge created by sustainability initiatives.

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Dear Colleagues,

Higher education has always recognized its public responsibility to educate students, to provide research that fuels our economy and strengthens our communities, and to model the behaviors that contribute to a just and more civil society. Recently, higher education institutions have also recognized the important role they can play in moving all of us to a more sustainable future, one that will provide prosperity today while ensuring that future generations have resources to meet their needs.

These goals, as essential as they are, are also complicated. The challenges facing the globe are vast, and it can sometimes be daunting to consider how institutions might change course, particularly given that we may be somewhat unsure of where we need to head.

To help address this challenge, the Association for the Advancement of Sustainability in Higher Education offers campuses a comprehensive tool, the Sustainability Tracking, Assessment & Rating System^{TM} (STARS). Constructed over several years and with the help of many students, staff, faculty, and administrators drawn from a wide range of institutions, STARS$^®$ enables colleges and universities to gauge their progress toward sustainability. This voluntary, self-assessment tool provides a clear and thorough system by which higher education institutions can benchmark where they are today and set goals for the future.

STARS was developed by and for higher education, and recognizes the unique missions, challenges, obligations, constraints, and opportunities of colleges and universities. It provides a tool for looking at all facets of our institutions—curriculum and research, campus operations, planning and institutional capacity—with the goal of aiding strategic planning, fostering cross-sector dialogue about sustainability on campus, and stimulating conversations and learning between institutions.

On behalf of AASHE, thank you for your interest in STARS and for your ongoing contributions to creating a sustainable future. We look forward to your participation.

Toward sustainability,

William Throop, Chair, Board of Directors, AASHE
Provost and Vice President of Academic Affairs, Green Mountain College

Julian Dautremont-Smith, Chair, STARS Steering Committee
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Acknowledgements

Volunteer stakeholders from throughout higher education have helped shape and refine this initiative. AASHE extends a heartfelt thanks to the STARS Steering Committee and Technical Advisors; institutions that participated in the STARS Pilot Project during 2008; reviewers who commented on draft versions of the document; participants in the 2012 STARS 2.0 Public Comment Period; conference session attendees who asked thoughtful and challenging questions; conference call participants who offered ideas and feedback; and countless other individuals and institutions that provided resources, suggestions, encouragement, and ideas. This project would not have been possible without your remarkable contributions.

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AASHE gives special thanks to our Partner Organizations for their ongoing support of STARS.

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Contents

Introduction

I. STARS Overview

The Sustainability Tracking, Assessment & Rating System™ (STARS) is a voluntary, self-reporting framework for helping colleges and universities track and measure their sustainability progress. It 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.

STARS® is intended to engage and recognize the full spectrum of colleges and universities—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.

The current version of STARS incorporates feedback, suggestions, and lessons learned since the launch of STARS 1.0 in January 2010. While STARS is the most thoroughly vetted and extensively tested campus sustainability framework for North American institutions, it is by no means perfect. The current version of STARS is intended to stimulate, not end, the conversation about how to measure and benchmark sustainability in higher education. AASHE welcomes your feedback and participation in continuing to refine and shape the system.

A. How Credits Were Developed and Weighted

STARS credits were initially developed in large part by reviewing campus sustainability assessments, sustainability reports from businesses, and other sustainability rating and ranking systems. Credits have been revised based on feedback from hundreds of diverse stakeholders and experts. Previous versions of the STARS Technical Manual, as well as the record of changes between versions, may be found on the STARS website.

Credits vary in the number of points they are worth. Points were allocated by a panel of STARS Steering Committee members and AASHE staff using the following considerations:

1) To what extent does achievement of the credit ensure that people (students, employees and/or local community members) acquire the knowledge, skills, and dispositions to meet sustainability challenges?

2) To what extent does achievement of the credit contribute to positive environmental, economic and social impacts?
   a. To what extent does achievement of the credit contribute to human and ecological health and mitigate negative environmental impacts?
   b. To what extent does achievement of the credit contribute to secure livelihoods, a sustainable economy and other positive financial impacts?
   c. To what extent does achievement of the credit contribute to social justice, equity, diversity, cooperation, democracy and other positive social impacts?

3) To what extent are the positive impacts associated with achievement of the credit *not* captured in other STARS credits?

As these questions indicate, the focus in allocating points was on the *impact,* not the *difficulty*, of earning the credit. Some sustainability initiatives may be very difficult to implement but yield negligible impacts. Conversely, some generally easier projects have significant impacts. Assigning points based on the difficulty of earning a credit would create a perverse incentive for institutions to focus on the difficult projects or initiatives, which may not have the most meaningful impact.

Given the diversity of higher education institutions, each STARS credit should be appropriate for most institution types. In order to accommodate this diversity, some STARS credits do not include detailed specifications but are instead flexible or open. In other cases, credits include an applicability criterion, so that the credits only apply to certain types of institutions. By following this approach, institutions are not penalized when they do not earn credits that they could not possibly earn due to their circumstances.

Additionally, STARS is designed to incorporate the full spectrum of sustainability achievement, and upper levels of achievement represent highly ambitious, long-term goals. Therefore there are some credits for which few, if any, institutions will achieve full points currently.

Lastly, to help ensure that the system works as intended, AASHE strived to ensure that each credit was objective, measurable, and actionable.

B. Recognition and Scoring

STARS only gives positive recognition - each level of recognition represents significant sustainability leadership. Participating in STARS, which includes gathering extensive data and sharing it publicly, represents a commitment to sustainability that should be applauded.

There are four STARS ratings available: Bronze, Silver, Gold, and Platinum. The table below summarizes the scoring thresholds corresponding with each rating.

Rating	Minimum Score Required
STARS Bronze	25
STARS Silver	45
STARS Gold	65
STARS Platinum	85

In addition, any institution that wishes to participate in STARS but does not want to pursue an overall STARS rating or make their scores public may participate as a **STARS Reporter**. STARS Reporters receive many of the same benefits as institutions that pursue a STARS rating, including positive recognition for participation and the ability to share data publicly. All participants have the option to choose STARS Reporter status before completing their final submission and making it public.

An institution's STARS score is based on the percentage of applicable points it earns across four categories:

1. Academics (AC)
2. Engagement (EN)
3. Operations (OP)
4. Planning & Administration (PA)

For example, if an institution earned 30 percent of all applicable points, the institution's overall score would be 30, making it eligible for a STARS Bronze Rating.

In addition to the credits in the four categories outlined above, institutions may earn up to 4 innovation credits for new and path-breaking practices and performances that are not covered by other STARS credits or that exceed the highest criterion of a current STARS credit. Innovation credits are not required to be specific to any category and are scored separately. Each earned innovation credit increases an institution's overall score by 1 point.

Some credits do not apply to all institutions. For example, the credits about dining services do not apply to institutions that do not have dining services operations. Institutions will earn a score based on the percentage of *applicable* points they earn. In other words, credits that do not apply to an institution will not be counted against that institution's overall score.

In addition, the number of points that are available for a credit may vary based on an institution's context. This variability is linked to third-party reference standards or methodologies for evaluating the sustainability impact of the area being evaluated in the credit. STARS 2.0 introduces this approach to contextual variability in *OP 11: Biodiversity* and *OP 26: Water Use.*

A STARS rating is in effect for three years. All participants have continuous access to the STARS Reporting Tool and may update information at any time; however, the data that is shared publicly will only be updated when an institution formally submits a new report.

While AASHE has strived for a fair and consistent approach to allocating points and ratings, this is an inherently subjective exercise. Developing a more robust point allocation methodology, including expanding the application of contextual variability as feasible, and finding additional ways to accommodate how regional variations and difference in institution type influence each institution's sustainability impacts, will be considered for future versions of STARS.

C. Understanding Sustainability

The concept of sustainability has shaped the development of STARS and is fundamental to the rating system. One of the most popular definitions of sustainability is actually a definition of sustainable development. It is from _Our Common Future: The Report of the World Commission on Environment and Development_, commonly known as the Brundtland Commission Report:

> 1. Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:
>
> the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and
>
> the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs.
>
> 2. Thus the goals of economic and social development must be defined in terms of sustainability in all countries [...]
>
> 3. [...] Physical sustainability cannot be secured unless development policies pay attention to such considerations as changes in access to resources and in the distribution of costs and benefits. Even the narrow notion of physical sustainability implies a concern for social equity between generations, a concern that must logically be extended to equity within each generation.

The interconnectedness and interdependence of the social, environmental, and economic components of sustainability are included throughout _Our Common Future_. The Brundtland Commission writes, "Our inability to promote the common interest in sustainable development is often a product of the relative neglect of economic and social justice." The report continues, "A world in which poverty and inequity are endemic will always be prone to ecological and other crises. Sustainable development requires meeting the basic needs of all and extending to all the opportunity to satisfy their aspirations for a better life."

To further advance the principles of sustainability, the Brundtland Commission called for a "universal declaration" of norms to promote sustainable development. This goal was realized with the Earth Charter, a "global consensus statement on ethics and values for a sustainable future." Developed over a period of ten years with extensive global consultation, the Earth Charter has been formally endorsed by many organizations. The Earth Charter continues the Brundtland Commission's understanding of the connections between social justice, environmental welfare, and economic security.

Today most uses of and references to sustainability emphasize the concept's simultaneous economic, environmental, and social dimensions. For example, businesses talk about the triple bottom line: people, planet, and profits (or, alternately, human capital, natural capital, and financial capital). Likewise, sustainability educators commonly refer to the Three E's of sustainability: economy, ecology, and equity.
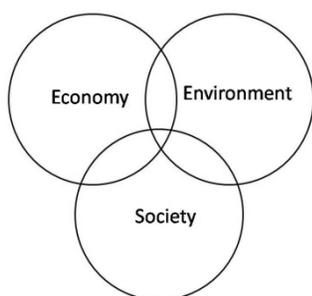
Popular representations of sustainability also underscore the concept's three dimensions. Sustainability experts often use a three-legged stool as a symbol for sustainability. The social, economic, and environmental components each represent one of the stool's legs. If one of the legs is missing, the sustainability stool can't balance or function. A common illustration of sustainability is the diagram at left depicting three overlapping circles representing environmental needs, economic needs, and social needs. The area where the circles overlap and all three needs are met is the area of sustainability.

Another popular representation is the diagram at right in which sustainability is depicted as three concentric circles to further emphasize the interdependence of the three dimensions - the economic existing within the social/cultural, and both existing within the environment.
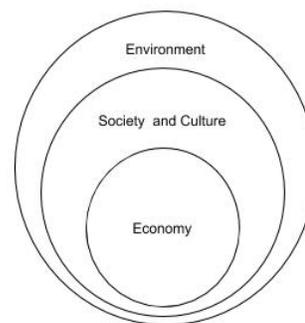
AASHE defines sustainability in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. STARS attempts to translate this broad and inclusive view of sustainability to measurable objectives at the campus level. Thus, it includes credits related to an institution's environmental, social, and economic performance.

II. STARS Participation and Reporting Information

A. STARS Website

The STARS website is the primary source for information about participating and reporting in STARS. The website offers the most up to date and detailed information about the STARS Program, for example, the requirements for eligibility to participate in STARS, a step-by-step guide to reporting (including how to register) and frequently asked questions.

The STARS Reporting Tool is also accessed through the STARS website. The Reporting Tool serves as a repository for an institution's STARS data and, ultimately, is the mechanism through which the data will be submitted.

B. STARS Technical Manual

The credit descriptions in the STARS Technical Manual include the following sections which inform data gathering and the reporting process:

A. **Credit Rationale**–provides background on the importance of the credit in the context of sustainability.

B. **Criteria**–describes how an institution earns points for the credit.

C. **Applicability**–indicates which institutions' STARS ratings will be affected by their responses to the credit. As previously mentioned, some credits do not apply to some types of institutions. For example, credits involving dining services do not apply to institutions that do not have dining services.

D. **Scoring**–explains how points are allocated for the credit.

E. **Reporting Fields**–lists the fields that appear within the Reporting Tool for each credit. Some fields are required while others are listed as optional if the institution wishes to provide additional information.

F. **Measurement**

- **Timeframe**–describes the time period from which data should be drawn. For some credits, particularly those that are based on the presence of a policy or program, institutions should report on current practices (i.e. status at the time of reporting). Other credits, particularly those based on quantitative performance, require historical performance data, typically drawn from a one-year or three-year period.
- **Sampling and Data Standards**–provides guidelines on when institutions may use a representative sample to measure performance and when samples are prohibited, as well as guidance related to data quality and unit conversions.

The final section of the Technical Manual, **Standards & Terms**, provides definitions of key terms and descriptions of and links to referenced standards. Terms and phrases that are included in Standards & Terms are hyperlinked to the appropriate page of the Standards & Terms section. Users may return to the referring page by clicking "alt" + left arrow.

STARS Reporting Process

Institutions that have not already done so, must register for STARS by:
- Providing the name and contact information for the institution's primary STARS liaison.
- Providing the name and contact information for one executive-level administrator (president, chancellor, vice president, vice chancellor, or provost) to be copied on the registration confirmation e-mail. Copying an administrator on the registration e-mail helps ensure that each institution's leadership is aware of its participation in STARS.
- Agreeing to the STARS Terms and Conditions of Use.

All STARS reporting is done using the online Reporting Tool and following these five steps:

1. Engage
- Organize your data collection team.
- Familiarize yourself with the STARS Technical Manual and the credits within.
- Prepare a strategy for gathering and documenting data.

2. Report data in the STARS Reporting Tool
- Report data and information that meets the specifications outlined in this Technical Manual.
- Affirm the accuracy of the information submitted by specifying a responsible party for each credit and providing his or her contact information.

3. Submit your STARS report
- Upload a letter from the president, chancellor, or highest ranking executive that affirms the accuracy of the submission.
- Submit all information. All applicable data and credit information will be publicly posted on the STARS website.

4. Celebrate!
- Go to the *My Resources* section of the Reporting Tool and download your STARS seal and template press release to help communicate your institution's achievement.

5. Evaluate
- Access the STARS Data Displays to filter and analyze STARS data submitted by all institutions to date.
- Use your STARS report to develop projects, initiatives, and strategies to improve sustainability performance on your campus.

C. Accountability and Data Accuracy

While AASHE may in the future pursue opportunities for third-party verification of STARS submissions, STARS currently incorporates several strategies to ensure that submitted information is accurate:

1) For each credit, a **responsible party** from the institution provides a statement that the information submitted is accurate. The name of each Responsible Party is listed under each credit in the public STARS report.

2) Each submission must be accompanied by a **letter from the institution's president, chancellor, or highest ranking executive** that affirms the accuracy of the institution's STARS submission. Sign-off from the institution's chief executive promotes accuracy and encourages administrative involvement in STARS. In addition, the chief executive's letter serves as an introduction or cover letter for the submission. As such, the letter may also include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the STARS submissions, and goals for future submissions. Issues pertaining to this requirement will be addressed through the STARS data accuracy inquiry process.

3) All institutions wishing to pursue a STARS Platinum Rating will be subject to **pre-publication revi**ew by AASHE staff. Staff may also conduct random pre-publication review of other STARS submissions.

4) AASHE staff conduct **post-publication review** of all STARS reports after submission.

5) All applicable information submitted is made **publicly available** on the STARS website. If an individual or organization believes that erroneous data have been submitted, use of the STARS Data Accuracy Inquiry Form will bring the potential error to the attention of the STARS Liaison at that institution. Individuals submitting inquiries have the option to remain anonymous to the institution receiving the inquiry.

6) Each institution may submit a **data correction request** to correct mistakes in its STARS report after it has been made public on the STARS website. Individuals at the institution with Administrator access within the Reporting Tool may submit correction requests. The process for making corrections remains the same even if the change results in a new STARS rating level.

More information about STARS data accuracy can be found on the STARS Report Accuracy webpage and is detailed in the Data Accuracy Policy approved by the STARS Steering Committee.

Table of Credits

1. ACADEMICS

Curriculum
40 points available

AC 1	Academic Courses	14
AC 2	Learning Outcomes*	8
AC 3	Undergraduate Program*	3
AC 4	Graduate Program*	3
AC 5	Immersive Experience*	2
AC 6	Sustainability Literacy Assessment	4
AC 7	Incentives for Developing Courses	2
AC 8	Campus as a Living Laboratory*	4

Research
18 points available

AC 9	Academic Research*	12
AC 10	Support for Research*	4
AC 11	Access to Research*	2

2. ENGAGEMENT

Campus Engagement
20 points available

EN 1	Student Educators Program	4
EN 2	Student Orientation*	2
EN 3	Student Life	2
EN 4	Outreach Materials and Publications	2
EN 5	Outreach Campaign	4
EN 6	Employee Educators Program	3
EN 7	Employee Orientation	1
EN 8	Staff Professional Development	2

Public Engagement
22 points available

EN 9	Community Partnerships	3
EN 10	Inter-Campus Collaboration	2
EN 11	Continuing Education*	5
EN 12	Community Service	5
EN 13	Community Stakeholder Engagement	2
EN 14	Participation in Public Policy	2
EN 15	Trademark Licensing*	2
EN 16	Hospital Network*	1

3. OPERATIONS

Air & Climate
11 points available

OP 1	Greenhouse Gas Emissions	10
OP 2	Outdoor Air Quality	1

Buildings
8 points available

OP 3	Building Operations and Maintenance*	4
OP 4	Building Design and Construction*	3
OP 5	Indoor Air Quality	1

Dining Services
7 points available

OP 6	Food and Beverage Purchasing*	4
OP 7	Low Impact Dining*	3

Energy
10 points available

OP 8	Building Energy Consumption	6
OP 9	Clean and Renewable Energy	4

Grounds *3-4 points available*	OP 10	Landscape Management*	2
	OP 11	Biodiversity*	1-2
Purchasing *6 points available*	OP 12	Electronics Purchasing	1
	OP 13	Cleaning Product Purchasing	1
	OP 14	Office Paper Purchasing	1
	OP 15	Inclusive and Local Purchasing	1
	OP 16	Life Cycle Cost Analysis	1
	OP 17	Guidelines for Business Partners	1
Transportation *7 points available*	OP 18	Campus Fleet*	1
	OP 19	Student Commute Modal Split*	2
	OP 20	Employee Commute Modal Split	2
	OP 21	Support for Sustainable Transportation	2
Waste *10 points available*	OP 22	Waste Minimization	5
	OP 23	Waste Diversion	3
	OP 24	Construction and Demolition Waste Diversion*	1
	OP 25	Hazardous Waste Management	1
Water *5-9 points available*	OP 26	Water Use	2-6
	OP 27	Rainwater Management	2
	OP 28	Wastewater Management	1

4. PLANNING & ADMINISTRATION

Coordination, Planning & Governance *8 points available*	PA 1	Sustainability Coordination	1
	PA 2	Sustainability Planning	4
	PA 3	Governance	3
Diversity & Affordability *10 points available*	PA 4	Diversity and Equity Coordination	2
	PA 5	Assessing Diversity and Equity	1
	PA 6	Support for Underrepresented Groups	2
	PA 7	Support for Future Faculty Diversity	1
	PA 8	Affordability and Access	4
Health, Wellbeing & Work *7 points available*	PA 9	Employee Compensation	3
	PA 10	Assessing Employee Satisfaction	1
	PA 11	Wellness Program	1
	PA 12	Workplace Health and Safety	2
Investment *7 points available*	PA 13	Committee on Investor Responsibility*	2
	PA 14	Sustainable Investment*	4
	PA 15	Investment Disclosure*	1

5. INNOVATION

Innovation *4 points available*	IN 1	Innovation Credit 1	1
	IN 2	Innovation Credit 2	1
	IN 3	Innovation Credit 3	1
	IN 4	Innovation Credit 4	1

* credit does not apply to all institutions

Institutional Characteristics

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academics (programs, students, staff and faculty). This information provides valuable context for understanding and interpreting STARS reports. Thus, all information documented in the sections below will be displayed with the institution's public STARS Report. Please note that institutional characteristics apply to current (most recently available) data, not previous submissions or reports.

Some of the values reported here are also required to pursue specific STARS credits. Such reporting fields may be populated in the online STARS Reporting Tool from the data provided in the Institutional Characteristics section; however users will also have the option to override this function if warranted.

A. Institutional Boundary

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit (with the exception of *EN 16: Hospital Network*, which applies to all institutions with affiliated hospitals, whether or not the hospitals are included in the institutional boundary). If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the notes accompanying the submitted data.

Required Reporting Fields
- Institution type (Associate, Baccalaureate, Doctorate, Master, or Special Focus/Other)
- Institutional control (Public, Private for-profit, or Private non-profit)
- An indication of which campus features are present and included (and reason for exclusion, if applicable):
  - Agricultural school
  - Medical school
  - Pharmacy school
  - Public health school
  - Veterinary school
  - Satellite campus
  - Hospital
  - Farm (larger than 5 acres or 2 hectares)
  - Agricultural experiment station (larger than 5 acres or 2 hectares)

Optional Reporting Fields
- ☐ Narrative (additional details about the institutional boundary)

B. Operational Characteristics

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available.

Required Reporting Fields
- ☐ Endowment size (US/Canadian dollars)
- ☐ Total campus area (acres/hectares)
- ☐ IECC climate region (Hot-Humid, Mixed-Humid, Hot-Dry, Mixed-Dry, Cold, Very Cold, Subarctic, or Marine)
- ☐ Locale (Large city, Urban fringe of large city, Mid-size city, Urban fringe of mid-size city, Large town, Small town, or Rural)
- ☐ Gross floor area of building space (square feet/metres)
- ☐ Conditioned floor area (square feet/metres)
- ☐ Floor area of laboratory space (square feet/metres)
- ☐ Floor area of healthcare space (square feet/metres)
- ☐ Floor area of other energy intensive space (square feet/metres)
- ☐ Floor area of residential space (square feet/metres)

Optional Reporting Fields
- ☐ Electricity use, by source (percentage of total, 0-100):
  - o Biomass
  - o Coal
  - o Geothermal
  - o Hydro
  - o Natural gas
  - o Nuclear
  - o Solar photovoltaic
  - o Wind
  - o Other (please specify and explain)
- ☐ Energy used for heating buildings, by source (percentage of total, 0-100):
  - o Biomass
  - o Coal
  - o Electricity

- o Fuel oil
- o Geothermal
- o Natural gas
- o Other (please specify and explain)

C. Academics and Demographics

This section includes variables that provide information about the institution's academic programs, students, faculty and staff. Report the most recent data available. Some population figures are used to calculate Weighted Campus User, a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus, and should be annualized where indicated.

Required Reporting Fields

- ☐ Number of academic divisions (e.g. colleges, schools)
- ☐ Number of academic departments (or the equivalent)
- ☐ Full-time equivalent enrollment (annualized FTE)
- ☐ Full-time equivalent of employees (staff + faculty, annualized FTE)
- ☐ Full-time equivalent of distance education students (annualized FTE)
- ☐ Total number of undergraduate students (headcount)
- ☐ Total number of graduate students (headcount)
- ☐ Number of degree-seeking students (headcount)
- ☐ Number of non-credit students (headcount)
- ☐ Number of employees (staff + faculty, headcount)
- ☐ Number of residential students (annualized headcount)
- ☐ Number of residential employees (staff + faculty, annualized headcount)
- ☐ Number of in-patient hospital beds (if applicable)

Academics

Curriculum

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

Credits		**Points Available: 40**
AC 1	Academic Courses	14
AC 2	Learning Outcomes*	8
AC 3	Undergraduate Program*	3
AC 4	Graduate Program*	3
AC 5	Immersive Experience*	2
AC 6	Sustainability Literacy Assessment	4
AC 7	Incentives for Developing Courses	2
AC 8	Campus as a Living Laboratory*	4

* credit does not apply to all institutions

Optional Reporting Field

☐   A brief text summary of the institution's activities relevant to this subcategory

AC 1: Academic Courses

14 points available

A. Credit Rationale

This credit recognizes institutions that offer sustainability courses and that include sustainability in courses across the curriculum. Sustainability courses can provide valuable grounding in the concepts and principles of sustainability, help build knowledge about a component of sustainability, or introduce students to sustainability concepts. Institutions that integrate sustainability concepts throughout the curriculum prepare students to apply sustainability principles in their professional fields. Having sustainability courses and content offered by numerous departments helps ensure that the institution's approach to sustainability education is comprehensive and includes diverse topics. This will help students develop a broad understanding of the field. Likewise, offering sustainability courses and content in numerous departments can increase student exposure to sustainability topics and themes.

Conducting an inventory of academic offerings provides an important foundation for advancing sustainability curriculum. It provides a baseline for understanding current offerings and can help institutions identify strengths and opportunities for growth. In addition, a list and description of sustainability courses and other courses that include sustainability helps current and prospective students find and understand sustainability course offerings, which can assist them in organizing their academic studies.

B. Criteria

Part 1

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

Part 2

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

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:
1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title
2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

C. Applicability
This credit applies to all institutions.

D. Scoring
Each part is scored independently.

Part 1
Institutions earn the maximum of 8 points for Part 1 of this credit if 20 percent or more of all courses offered by the institution are sustainability courses and/or courses that include sustainability. Incremental points are awarded based on the percentage of course offerings that are sustainability courses and/or courses that include sustainability. For example, an institution where 4 percent of all courses offered are sustainability courses and 6 percent are courses that include sustainability would earn 4 points (half of the points available for Part 1 of this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 1 of this credit

Points will be calculated automatically when data are entered in the STARS online Reporting Tool

Course Type	Factor	*Multiply*	Number of Courses Offered of Each Type	*Divide*	Total Number of Courses Offered by the Institution	*Equals*	Points Earned
Sustainability Courses	40	×	_____	÷	_____	=	
Courses That Include Sustainability	40		_____				
Total points			→				(up to 8 available)

Scoring Example: Academic Courses (Part 1)

Example College offered **1,000** courses during the past year. Of those courses, **10** were sustainability courses and **65** were courses that included sustainability.

Course Type	Factor	*Multiply*	Number of Courses Offered of Each Type	*Divide*	Total Number of Courses Offered by the Institution	*Equals*	Points Earned
Sustainability Courses	40	×	10	÷	1,000	=	0.4
Courses that Include Sustainability	40		65				2.6
Total points			→				3.0

Part 2

Institutions earn the maximum of 6 points for Part 2 of this credit when 90 percent or more of academic departments or their equivalent offer at least one sustainability course or course that includes sustainability. Incremental points are available based on the percentage of academic departments that offer courses with sustainability content. For example, if 45 percent of the departments at an institution offered one or more sustainability courses, that institution would earn 3 points (half of the points available for Part 2 of this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 2 of this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool						
Factor	*Multiply*	**Number of Departments that Offer a Sustainability Course**	*Divide*	**Total Number of Departments**	*Equals*	**Total Points**
6⅔	×	_____	÷	_____	=	(Up to 6 available)

Scoring Example: Academic Courses (Part 2)						
Example Community College has **30** academic departments. Of those, **10** offer sustainability courses and/or courses that include sustainability.						
Factor	*Multiply*	**Number of Departments that Offer a Sustainability Course**	*Divide*	**Total Number of Departments**	*Equals*	**Total Points**
6⅔	×	10	÷	30	=	2.22

E. Reporting Fields

Required

☐ Number of undergraduate sustainability courses offered

☐ Number of undergraduate courses offered that include sustainability

☐ Total number of <u>undergraduate courses</u> offered by the institution

☐ Number of graduate sustainability courses offered

☐ Number of graduate courses offered that include sustainability

☐ Total number of <u>graduate courses</u> offered by the institution

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

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

☐ An indication of whether data cover one, two, or three years

☐ A copy of the institution's inventory of its sustainability course offerings and descriptions (text or upload)

☐ The website URL where the inventory of sustainability course offerings and descriptions is publicly available. (The inventory can be posted as a stand-along document or incorporated into a course catalog, as long as the credit criteria are met.)

☐ A brief description of the methodology the institution used to complete the course inventory (including whether courses were counted by catalog listing or by courses taught; and whether courses were counted by section/offering or by aggregated courses)

☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional

☐ Notes about the submission

F. Measurement

Timeframe

Report the most recent results and methodology available.

Institutions may choose to inventory and report course offerings from one, two, or three academic years, as long as both the total number of courses offered and the number of sustainability course offerings are measured during the same period.

Sampling and Data Standards

Courses that are cross-listed in multiple departments do not count as separate courses. A course is either undergraduate or graduate; no course should be identified as both undergraduate-level and graduate-level.

To streamline the data gathering process, institutions may choose whether or not to count each time a course is offered as a separate course, as long as sustainability course offerings are counted in the same way as total course offerings. For example, a course that is held twice (or if there are two sections) in the fall term and once in the spring term may be counted as 3 courses or 1 course, as long as the institution's course counting methodology is consistent. An institution that elects not to count each time a course is offered as a separate course should verify that 50 percent or more of the sections or offerings of a course include sustainability to count the course as inclusive of sustainability.

Individually-directed courses (e.g. thesis, independent study, practicum), courses of 4 or fewer students and/or special topics courses may be excluded as feasible, as long as they are excluded from both the count of courses with sustainability content and the count of total courses.

Courses should be verified as having been taught during the specified timeframe (e.g. as opposed to being listed in a course catalog, but not taught).

Courses offered by outside entities (e.g. courses offered by other colleges that are part of a consortium with the institution or courses offered through study abroad programs that are not administered by the institution) should not be counted in the reporting institution's course inventory. However, courses developed and offered jointly by multiple institutions that are listed in the reporting institution's course catalog may be counted. In such circumstances, courses should be counted consistently. This means that if sustainability courses offered jointly by the participating institution and another entity are included in the inventory, jointly offered courses without sustainability content should be included as well.

Institutions that do not have academic departments or equivalent administrative divisions should report fields of study, programs, subject areas or the equivalent.

Credit Example: Inventory of Sustainability Course Offerings

Example College asked faculty members representing all of its academic departments to identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms*. Following is an excerpt of the completed inventory:

Sustainability Courses

Title	Department	Level	Description
Introduction to Sustainability	Interdisciplinary Studies	UG	*[Description is optional; sustainability focus of the course is apparent from its title.]*
Sustainable Development	Geography	UG	*[Description is optional; sustainability focus of the course is apparent from its title.]*
Sustainability Science	Ecology and Evolutionary Biology	UG	*[Description is optional; sustainability focus of the course is apparent from its title.]*
Introduction to Environmental Studies	Environmental Studies	UG	This course provides an overview of environmental studies as an interdisciplinary academic field centered upon interdependent society – nature relationships. It provides an introduction to the concept of sustainability, critical thinking, the interdependency of social and ecological systems, interdisciplinary approaches, and related social engagement.
Systems Thinking and Analysis	Engineering	UG	Introduction to the systems thinking process, systems of systems, and the fundamental considerations associated with engineering and sustainable development.
Society and the Environment	Sociology	UG	This course will enable students to devise their own set of principles for understanding sustainability issues which should be of value in decision-making in their future careers.
Resilient Societies	Interdisciplinary Studies	UG	Provides an overview of the study of social and economic development in the context of ecological limits. Studies pathways and processes that lead to positive adjustment and sustainable societies.
Ecological Economics	Economics	UG	This course studies the role of environmental amenities such as clean air and clear water in economic systems. The course analyzes the problems of market outcomes when such amenities are not priced, examines the challenges associated with estimating economic costs and benefits, and emphasizes the connection between economic understanding and improved public policy.
International Development	International Studies	UG	An interdisciplinary course based on real world problems, direct field experience and current research on the causes of global poverty, environmental degradation, and preventable disease.
Environmental Ethics	Philosophy	UG	Course examines concepts such as animal rights, the land ethic and environmental justice within the larger context of environmental philosophy.

Corporate Social Responsibility	Business	G	This course explores how corporations design, manage and measure social strategies to generate business value. Students will learn frameworks, methodologies and tools and use these to develop CSR strategies for real-world corporations.
Global Environmental Health	Public Health	G	The public health implications, positive and negative, of society's efforts to mitigate and adapt to climate change will be elaborated, including discussions of ethical, political, economic aspects.
Environmental Journalism	Journalism	UG	In this course, students will learn the gathering and presentation of stories about environmental issues. We will also study the effect of mass media on the environmental movement and public policy debates.
Urban Planning	Planning	UG	Examination of current urban planning and policy issues and debates, such as normative theories of good urban form, metropolitan organization and governance, economic development and growth management, edge cities, spatial mismatch hypothesis, urban poverty, racial/ethnic inequality, gender and urban structure, sustainability, and future of cities.
Organic Agriculture	Plant, Soil and Agricultural Systems	UG	This course asks students to use critical thinking skills to compare organic and industrial agricultural practices and explore food production issues including antibiotics, herbicides, hormones, GMOs, animal welfare, crop yields, nutrients, and pollution.
National Environmental Policy Act	Public Policy	UG	Learn about the philosophy and practice of ecological theory and policy and discuss contemporary challenges associated with implementation of the National Environmental Policy Act (NEPA).
Photovoltaic and Wind Turbine Installation	Electrical and Electronics	UG	The course will discuss the fundamentals of photovoltaic and wind power generation, installation and maintenance practices.
Conservation Biology	Biology	G	The focus of this course is on the science of conservation biology in the context of environmental policy, socioeconomic demands, and environmental ethics. Topics will include population biology, extinction, wildlife management, the role of science in making environmental policy, wetlands conservation, sustainable agriculture and forestry, integrated land-use management, and vegetation analysis.
Health Disparities	Public Health	UG	Students learn the nature of socioeconomic, racial and ethnic disparities in health status, and become familiar with the research literature on disparities in health care.
Infill Development	Public Policy	G	This course provides students with a comprehensive understanding of urban infill development, including the economic development thrust of urban infill and the political, environmental and community dimensions of projects.
Integrated Pest Management	Plant, Soil and Agricultural Systems	UG	Course is designed to provide an overview of IPM in agricultural situations. The course covers the fundamentals of pest management; safe use of and alternatives to pesticides; and the development, classification, and identification of insects.

		UG	This course provides an overview of the field of peace studies and examines theories related to peace, conflict studies and non-violence. Students gain an understanding of the various tools and processes that are used internationally in working towards a more equitable, just and peaceful world.
Peace Studies	Peace Studies		
Life Cycle Assessment	Business	G	Green supply chains are an important part of sustainable business practice. This course teaches about green product and service supply chains and compliance requirements.

Courses That Include Sustainability

Title	Department	Level	Description
Introduction to Chemistry	Chemistry	UG	Includes a module on green chemistry and chemistry's contribution to sustainability
Art and Social Change	Art and Architecture	UG	One of the course's listed objectives is to examine art's potential contribution to sustainability
Construction Management	Construction and Environmental Management	UG	Includes a unit on green building
Math in Society	Mathematics	UG	Includes practice problems that are oriented around sustainability
Business in the European Union	Business	G	Includes a unit on sustainability, corporate social responsibility (CSR) and EU policy
Applied Ethics	Philosophy	UG	Includes discussion of inter-generational equity and the sustainability ethic
HVAC II	Construction and Environmental Management	UG	Includes a unit on high-efficiency and geothermal HVAC systems
Cause Marketing	Communications	UG	Case studies include marketing around corporate social responsibility (CSR) and sustainability.
Social Problems and Social Change	Sociology	UG	Includes units on sustainability, environmental movements and activism, and responses to climate change
Literature and Nature	Literary Arts	UG	Includes readings on the relationship between humans and the land and a writing assignment related to sustainability

AC 2: Learning Outcomes

8 points available

A. Credit Rationale

This credit recognizes institutions with sustainability learning outcomes associated with program degrees and/or courses of study. Learning outcomes help students develop specific sustainability knowledge and skills and provide institutions and accrediting bodies with standards against which to assess student learning.

B. Criteria

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

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

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

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

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

C. Applicability

This credit applies to all institutions that have degree programs.

D. Scoring

Institutions earn the maximum of 8 points available for this credit when all students graduate from programs that have adopted at least one sustainability learning outcome. Incremental points are available based on the percentage of students who graduate from such programs. For example, if half of all students graduated from programs that have specified sustainability learning outcomes, an institution would earn 4 points (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool						
Factor	*Multiply*	**Number of Students who Graduated from a Program that Has Adopted at Least One Sustainability Learning Outcome**	*Divide*	**Total Number of Graduates**	*Equals*	**Total Points**
8	×	_____		_____		

Scoring Example: Learning Outcomes						
Example University graduated **1,000** students in the past academic year. Of those students, **250** graduated from a program that has adopted a sustainability learning outcome or multiple sustainability outcomes.						
Factor	*Multiply*	**Number of Students who Graduated from a Program that Has Adopted at Least One Sustainability Learning Outcome**	*Divide*	**Total Number of Graduates**	*Equals*	**Total Points**
8	×	250	÷	1,000	=	2

E. Reporting Fields

Required
- ☐ Number of students who graduated from a program that has adopted at least one sustainability learning outcome

- ☐ Total number of graduates from degree programs

- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting students who graduated from a program that has adopted at least one sustainability learning outcome:
- ☐ A list of degree, diploma or certificate programs that have sustainability learning outcomes (text or PDF upload)

Optional
- ☐ A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs

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

- ☐ Notes about the submission

F. Measurement

Timeframe

Report the most recent data available. Institutions may choose to report data from one, two, or three academic years, as long as both the total number of graduates and the number of graduates from programs that have sustainability learning outcomes are measured during the same time period.

Sampling and Data Standards

Not applicable

AC 3: Undergraduate Program

3 points available

A. Credit Rationale

This credit recognizes institutions that have formal, undergraduate-level degree programs focused on sustainability. Developing such programs signals an institution's commitment to sustainability. Such programs also provide a path for students to study sustainability topics in depth, which better prepares them to address sustainability challenges. Formal academic programs also provide a home for sustainability scholars within the institution.

B. Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for undergraduate students
  And/or
- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

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

C. Applicability

This credit applies to all institutions that have undergraduate majors, academic programs, or the equivalent.

D. Scoring

Institutions earn the maximum of 3 points available for this credit for having at least one sustainability-focused degree program or the equivalent for undergraduate students. Partial points are available. An institution with no sustainability-focused degree program that has at least one sustainability-focused minor, concentration or certificate earns 1.5 points (half of the points available for this credit).

E. Reporting Fields

Required

☐ An indication of whether the institution offers at least one sustainability-focused major, degree program, or the equivalent for undergraduate students

☐ An indication of whether the institution offers one or more sustainability-focused minors, concentrations or certificates for undergraduate students

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting a sustainability-focused undergraduate major, degree program, or the equivalent for undergraduate students:

□ The name, description and website URL of each sustainability-focused undergraduate degree program

Required if the institution is reporting an undergraduate-level sustainability-focused minor, concentration or certificate:

□ The name, description and website URL of each undergraduate-level sustainability-focused minor, concentration or certificate

Optional

□ Notes about the submission

F. Measurement

Timeframe

Report on current program status and offerings. Planned degree programs or degree programs that have been canceled are not eligible for this credit.

Sampling and Data Standards

Not applicable

AC 4: Graduate Program

3 points available

A. Credit Rationale

This credit recognizes institutions that have formal, graduate academic degree programs focused on sustainability. Developing such programs signals an institution's commitment to sustainability. Formal academic programs focused on sustainability provide a path for students to study sustainability topics in depth, thus better preparing them to address sustainability challenges. Formal academic programs also provide a home for sustainability scholars within the institution.

B. Criteria

Institution offers at least one:
- [Sustainability-focused program](#) (major, degree program, or equivalent) for [graduate students](#)
  And/or
- Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

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

C. Applicability

This credit applies to all institutions that offer at least 25 distinct graduate programs. Institutions that offer fewer than 25 distinct graduate programs have a choice of either pursuing or omitting this credit.

D. Scoring

Institutions earn the maximum of 3 points available for this credit for having at least one sustainability-focused degree program or the equivalent for graduate students. Partial points are available. An institution with no sustainability-focused degree program for graduate students that has at least one graduate-level sustainability-focused minor, concentration or certificate earns 1.5 points (half of the points available for this credit).

E. Reporting Fields

Required
- An indication of whether the institution offers at least one sustainability-focused major, degree program, or the equivalent for graduate students
- An indication if the institution offers one or more graduate-level sustainability-focused minors, concentrations or certificates

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting a sustainability-focused major, degree program, or the equivalent for graduate students:

□ The name, description and website URL of each sustainability-focused, graduate-level degree program

Required if the institution is reporting a sustainability-focused minor, concentration or certificate for graduate students:

□ The name, description and website URL of each graduate-level sustainability-focused minor, concentration or certificate

Optional

□ Notes about the submission

F. Measurement

Timeframe

Report on current program status and offerings. Planned degree programs or degree programs that have been canceled do not count for this credit.

Sampling and Data Standards

Not applicable

AC 5: Immersive Experience

2 points available

A. Credit Rationale

This credit recognizes institutions that offer sustainability-focused immersive experience programs. Sustained immersive experiences such as community-based internships and "study abroad" programs give students the opportunity to witness and learn in-depth about sustainability challenges and solutions. These programs provide a memorable way for students to deepen and expand their knowledge of sustainability.

B. Criteria

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

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

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

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit. See Credit Example, below, for further guidance.

C. Applicability

This credit applies to all institutions that offer <u>immersive educational programs</u>.

D. Scoring

Institutions earn 2 points for meeting the criteria outlined above. Partial points are not available for this credit.

E. Reporting Fields

Required

- An indication of whether the institution offers at least one immersive, sustainability-focused educational study program that meets the criteria for this credit

- An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public**.**

Conditional

Required if the institution is reporting an immersive, sustainability-focused educational study program:

☐ A brief description of the sustainability-focused immersive program(s) offered by the institution (including how each program addresses the social, economic, and environmental dimensions of sustainability)

Optional

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

☐ Notes about the submission

F. Measurement

Timeframe

Programs offered during the three years prior to the anticipated date of submission are eligible for this credit.

Sampling and Data Standards

Not applicable

Credit Example: Immersive Experience

Example 1: Eco-village semester

Example Community College offers a semester abroad at one of eight affiliated overseas and domestic eco-villages. These eco-villages are sustainability-themed communities where students engage in sustainability skills and issues relevant to that culture and region. The semester experience includes academic content taught by resident faculty at each eco-village as well as practitioners of sustainable practices. In addition, the semester stresses immersion in the culture of sustainability by interacting and working with the people that live there as well as in surrounding areas to develop solutions to environmental, social and economic problems.

Example 2: Local service semester

Example University offers formal semester-long, full-time internships with three local non-profit organizations that serve to advance sustainability. Each organization has a designated faculty liaison that also serves as a mentor for students involved with a particular sustainability organization. As part of the internships, students must complete a substantial academic writing project. These reflections focus on sustainability learning and are presented to all students that completed academic internships that semester.

AC 6: Sustainability Literacy Assessment

4 points available

A. Credit Rationale
This credit recognizes institutions that are assessing the sustainability literacy of their students. Such an assessment helps institutions evaluate the success of their sustainability education initiatives and develop insight into how these initiatives could be improved.

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

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

This credit includes graduate as well as undergraduate students.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 4 points available for this credit by assessing the sustainability literacy of 90 percent or more of the institution's students (directly or by representative sample) and conducting a follow-up assessment of the same cohort(s) using the same instrument. Incremental points are available based on the percentage of the total student population assessed and whether or not follow-up assessment(s) are conducted. For example, an institution that regularly assesses 90 percent of incoming students, but does not conduct follow-up assessments using the same instrument would earn 2 points (half of the points available for this credit).

An institution that conducts an assessment using a representative sample earns points based on the total population from which the sample is drawn. For example, an institution that conducts an assessment and follow-up with a sample that is representative of the entire student population would earn the maximum of 4 points available for this credit. Likewise, an institution that that conducts an assessment and follow-up with a sample that is representative of 45 percent of its total student population would earn 2 points (half of the points available for this credit).

An institution that conducts an assessment of an unrepresentative portion of the student population earns points based on the actual number of students assessed. For example, an

institution that conducts a mandatory survey and follow-up assessment of all students in a living learning community (4.5 percent of the total student population) would earn 0.2 points (5 percent of the points available for this credit).

Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool					
Level of Sustainability Literacy Assessment	*Factor*	*Multiply*	**Percentage of Students Assessed at Each Level (0-100)**	*Equals*	**Points Earned**
Assessment and Follow-up with Same Cohort	.044	×	_____	=	
Assessment Without Follow-Up	.022	×	_____	=	
Total Points			⟶		(Up to 4 available)

E. Reporting Fields

Required

☐ The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted (0-100)

☐ The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment (0-100)

☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution has assessed its students for sustainability literacy:

☐ A copy of the questions included in the sustainability literacy assessment(s) (text or PDF upload)

☐ A brief description of how the assessment(s) were developed

☐ A brief description of how the assessment(s) were administered (including how a representative sample was reached, if applicable)

☐ A brief summary of results from the assessment(s)

Optional

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

☐ Notes about the submission

F. Measurement

Timeframe

Report the most recent data available. Sustainability literacy assessments administered and/or followed up within the three years prior to the anticipated date of submission are eligible for this credit. Institutions may choose to report data from one, two, or three academic years, as long as both the total number of students and the number of students assessed are measured during the same time period.

Sampling and Data Standards

Institutions may choose to measure sustainability literacy by administering a survey to a representative sample of the student population being assessed or by surveying the entire student population being assessed (e.g. by making the assessment mandatory).

In conducting an assessment of an entire class or cohort of students, care should be taken so that participation in the assessment is not skewed toward individuals with an interest in sustainability, e.g. by employing appropriate sampling techniques or making the assessment mandatory.

Institutions may report on a single assessment or on multiple assessments that target different groups (e.g. students taking specific courses). To the extent possible, students should not be double-counted.

Scoring Examples: Sustainability Literacy Assessment

Example 1

Model College conducts a sustainability literacy assessment at the beginning and end of a required sustainability-themed course that is taken by all first-year students. The survey results are used to help the college modify the course content.

Level of Sustainability Literacy Assessment	Factor	Multiply	Percentage of Students Assessed at Each Level (0-100)	Equals	Points Earned
Assessment and Follow-up with Same Cohort	.044	×	100	=	4
Assessment Without Follow-Up	.022	×	0	=	0
Total Points					4

Example 2

Example University assesses the sustainability literacy of students enrolled in its College of Arts and Sciences (accounting for **45** percent of total enrollment) and College of Education (accounting for **10** percent of total enrollment) using representative samples. It does not assess students enrolled in other divisions. The university conducts a follow-up assessment with a representative sample of the same cohort group of Arts and Sciences students three years later, but does not conduct a follow-up assessment with Education students.

Level of Sustainability Literacy Assessment	Factor	Multiply	Percentage of Students Assessed at Each Level (0-100)	Equals	Points Earned
Assessment and Follow-up with Same Cohort	.044	×	45	=	2
Assessment Without Follow-Up	.022	×	10	=	0.2
Total Points					2.2

AC 7: Incentives for Developing Courses

2 points available

A. Credit Rationale

This credit recognizes institutions that offer incentives to help faculty expand sustainability course offerings. Providing release time, funding for professional development, trainings, and other incentives can help faculty broaden and deepen sustainability curriculum. Faculty often need these incentives to determine how best to include sustainability in their courses. Providing such incentives lends institutional support to increased sustainability course offerings.

B. Criteria

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

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

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn 2 points for meeting the criteria outlined above. Partial points are not available for this credit.

E. Reporting Fields

Required

☐ An indication of whether the institution has an ongoing incentives program or programs that meet the criteria for this credit

☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting an incentives program:

☐ A brief description of the program(s), including positive outcomes during the previous three years (e.g. descriptions of new courses or course content resulting from the program)

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

Optional

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

☐ Notes about the submission

F. Measurement

Timeframe

Programs or incentives that were offered within the three years prior to the anticipated date of submission are eligible for this credit.

Sampling and Data Standards

Not applicable

AC 8: Campus as a Living Laboratory

4 points available

A. Credit Rationale

This credit recognizes institutions that utilize their infrastructure and operations as living environments for multidisciplinary learning, applied research and practical work that advances sustainability on campus. Students that actively participate in making their campuses more sustainable are well prepared to continue that work in their careers and communities after graduation.

B. Criteria

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

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

This credit includes substantive work (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see Credit Example, below). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has an academic component (i.e. is not solely physical labor).

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

C. Applicability

This credit applies to all institutions where students attend the physical campus.

D. Scoring

Institutions earn 0.4 points for each area covered, regardless of how many projects there are in each area. Institutions with projects that cover 10 or more areas earn the maximum of 4 points available for this credit.

E. Reporting Fields

Required

- ☐ An indication of whether the institution is utilizing its campus as a living laboratory in the following areas:
  - o Air & Climate
  - o Buildings
  - o Dining Services/Food
  - o Energy
  - o Grounds
  - o Purchasing
  - o Transportation
  - o Waste
  - o Water
  - o Coordination, Planning & Governance
  - o Diversity & Affordability
  - o Health, Wellbeing & Work
  - o Investment
  - o Public Engagement
  - o Other (please specify)

- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional

Required for each area for which the institution is reporting student learning, applied research or practical work:

- ☐ A brief description of the student work and positive outcomes

Optional

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

- ☐ Notes about the submission

F. Measurement

Timeframe

Projects and work conducted within the three years prior to the anticipated date of submission are eligible for this credit.

Sampling and Data Standards

Not applicable

Credit Example: Campus as a Living Laboratory

Example University utilizes its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in the following ways:

- A student completed a capstone project evaluating local carbon offset opportunities for the university. (Air & Climate)
- Students living in LEED-certified housing used and developed "smart home" technologies as part of an independent study course. (Buildings)
- A student spent the summer interning with Physical Plant Continuous Commissioning Engineers surveying rooms in selected buildings, providing research and documentation on occupancy sensors, coordinating with lighting projects and developing installations packages that resulted in measurable energy savings. (Energy)
- As a class project, students developed a business plan for a student-governed food cooperative. (Dining Services/Food)
- A group of students conducted a semester-long project to analyze the application of clean and renewable energy on campus. (Energy)
- Students participated in a year-long study to catalog insect species found on campus. The results were used to inform the university's integrated pest management program. (Grounds)
- A class completed a Life Cycle Assessment on university vendor practices. (Purchasing)
- A student developed and helped implement a proposal to install bicycle repair stations on campus as the capstone project of an independent study course. (Transportation)
- Students participated in the U.S. EPA Food Recovery Challenge and achieved measurable reductions in campus food waste. (Waste)
- Environmental Studies students constructed a water budget for the campus based on rainfall, evapo-transpiration rate, groundwater availability and other factors. The budget is used to inform campus water conservation strategies and goals. (Water)
- A class conducted a qualitative survey of local community members affected by a proposed campus expansion and presented the results to administrators. (Public Engagement)
- A planning student completed a thesis outlining a smart growth model for the campus. (Coordination, Planning & Governance)
- Sociology students conducted a survey of gender neutral facilities on campus and delivered recommendations to administrators. (Diversity & Affordability)
- An MD candidate studied health risks associated with pesticide use on campus. (Health, Wellbeing & Work)
- Students in an economics course worked with faculty members to complete a wage study comparing the compensation of university employees with the local cost of living. (Health, Wellbeing & Work)
- Students published a paper detailing the university's investments in companies that practice and support hydraulic fracking. (Investment)
- An art student's thesis project examined the role of the creative and performing arts in communicating sustainability and culminated in a campus project to inspire behavior change. (Other)

Research

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

Credits		**Points Available: 18**
AC 9	Academic Research*	12
AC 10	Support for Research*	4
AC 11	Access to Research*	2

* credit does not apply to all institutions

Optional Reporting Field

☐ A brief text summary of the institution's activities relevant to this subcategory

AC 9: Academic Research

12 points available

A. Credit Rationale

This credit recognizes institutions where faculty and staff are conducting research on sustainability topics. Conducting an inventory of an institution's sustainability research can serve as a valuable first step in identifying strengths and areas for development. Likewise, since sustainability requires collaboration that transcends traditional disciplines, conducting an inventory can help connect individuals, laboratories, research centers, and other campus community members with a shared interest in sustainability. The percentage of research faculty and staff and departments that are engaged in sustainability research are measures of the spread of sustainability research.

B. Criteria

Part 1

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

Part 2

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

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

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

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

C. Applicability

This credit applies to all institutions where research is considered in faculty promotion and/or tenure decisions. Institutions that do not consider research in faculty promotion and/or tenure decisions as a matter of policy or standard practice may choose to pursue or omit this credit.

D. Scoring

Each part is scored independently.

Part 1

Institutions earn the maximum of 6 points available for Part 1 of this credit when 15 percent or more of faculty and staff that are engaged in research are engaged in sustainability research. Incremental points are awarded based on the percentage of researchers that are engaged in sustainability research. For example, if 7.5 percent of faculty and staff that are engaged in research are engaged in sustainability research, an institution would earn 3 points (half of the points available for Part 1 of this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 1 of this credit						
Points will be calculated automatically when data are entered in the STARS online Reporting Tool						
Factor	*Multiply*	Faculty and Staff Engaged in Sustainability Research	*Divide*	Total Faculty and Staff Engaged in Research	*Equals*	Points Earned
40	×	_____	÷	_____	=	(Up to 6 available)

Scoring Example: Academic Research (Part 1)						
Example University has **2,500** faculty members that conduct research. Of those, **200** conduct research related to sustainability.						
Factor	*Multiply*	Faculty and Staff Engaged in Sustainability Research	*Divide*	Total Faculty and Staff Engaged in Research	*Equals*	Points Earned
40	×	200	÷	2,500	=	3.2

Part 2

Institutions earn the maximum of 6 points available for Part 2 of this credit when 75 percent or more of departments that conduct research are engaged in sustainability research. Incremental points are available based on the percentage of departments that conduct sustainability research. For example, if 25 percent of departments that conduct research are engaged in sustainability research, an institution would earn 2 points (⅓ of the points available for Part 2 of this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 2 of this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool						
Factor	*Multiply*	**Departments that Conduct Sustainability Research**	*Divide*	**Total Number of Departments that Conduct Research**	*Equals*	**Points Earned**
8	×	_____	÷	_____	=	(Up to 6 available)

Scoring Example: Academic Research (Part 2)						
Example University has **50** academic departments that conduct research. Of those, **10** conduct research about sustainability.						
Factor	*Multiply*	**Departments that Conduct Sustainability Research**	*Divide*	**Total Number of Departments that Conduct Research**	*Equals*	**Points Earned**
8	×	10	÷	50	=	1.6

E. Reporting Fields

Required

- □ Number of the institution's faculty and/or staff engaged in sustainability research (headcount)

- □ Total number of the institution's faculty and/or staff engaged in research (headcount)

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

- □ Total number of academic departments (or the equivalent) that conduct research

Conditional

Required if the institution is reporting sustainability research:

- □ Names and department affiliations of faculty and staff engaged in sustainability research (text or upload)

- □ A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers)

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional

- □ A brief descriptions of notable accomplishments during the previous three years by faculty and staff engaged in sustainability research, including names and department affiliations

- □ The website URL where information about sustainability research is available

- □ Notes about the submission

F. Measurement

Timeframe

Report the most recent definition, results and methodology available.

Institutions may choose to report research activities from one, two, or three academic years, as long as both the total number of research faculty and staff and the number of faculty and staff engaged in sustainability research are measured during the same time.

Sampling and Data Standards

An institution may adopt a definition of faculty and staff that are engaged in research that is appropriate given its unique circumstances. Institutions may report on faculty only, or choose to include staff researchers and/or graduate student employees that conduct research, as long as they are reported in both the count of faculty and staff that are engaged in research and the count of faculty and staff that are engaged in sustainability research. Likewise, institutions may report on faculty and staff regardless of status (e.g. full-time, part-time, adjunct, graduate student), as long as they are counted consistently.

Institutions that do not have academic departments or equivalent administrative divisions should report fields of study, programs, subject areas or the equivalent.

AC 10: Support for Research

4 points available

A. Credit Rationale

This credit recognizes institutions that have programs in place to encourage students and faculty members to research sustainability. Providing support and incentives demonstrates that sustainability is an institutional priority and can help deepen students' understanding of sustainability issues and attract new researchers to the field. In addition, it helps faculty members explore new areas and encourages broader research on the topic. Addressing sustainability challenges requires solutions and understandings that often cover multiple academic disciplines. Giving interdisciplinary research equal weight as research from a single academic discipline provides an important foundation that allows faculty to pursue sustainability related research.

B. Criteria

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

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

C. Applicability

This credit applies to all institutions where research is considered during faculty promotion and/or tenure decisions. Institutions that do not consider research in faculty promotion and/or tenure decisions as a matter of policy or standard practice may choose to pursue or omit this credit.

D. Scoring

Institutions earn the maximum of 4 points available for this credit by providing all of the incentives and supports listed in the criteria above. Partial points are available based on the number of incentives and/or supports provided. For example, an institution that provides 2 of the 4 incentives or supports listed would earn 2 points (half of the points available for this credit).

E. Reporting Fields

Required
- □ An indication of whether the institution has a program to encourage student sustainability research that meets the criteria for this credit

- □ An indication of whether the institution has a program to encourage faculty sustainability research that meets the criteria for this credit

- □ An indication of whether the institution has formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions

- □ An indication of whether the institution has ongoing library support for sustainability research and learning that meets the criteria for this credit

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required for each support or policy the institution is reporting:
- □ A brief description of the support, policy or program, including any positive outcomes during the previous three years

Optional
- □ The website URL(s) where information about the research supports and programs is available
- □ Notes about the submission

F. Measurement

Timeframe
Active programs and policies, and incentives offered within the three years prior to the anticipated date of submission are eligible for this credit.

Sampling and Data Standards
Not applicable

AC 11: Access to Research

2 points available

A. Credit Rationale

This credit recognizes institutions that have policies and repository programs in place to ensure open access to all new peer-reviewed research produced by their facutlies. Institutions that empower faculty to distribute their scholarly writings freely help stimulate learning and innovation, and facilitate the translation of this knowledge into public benefits that advance sustainability.

B. Criteria

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

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

C. Applicability

This credit applies to all institutions where research is considered during faculty promotion and/or tenure decisions. Institutions that do not consider research in faculty promotion and/or tenure decisions as a matter of policy or standard practice may choose to pursue or omit this credit.

D. Scoring

Institutions earn the maximum of 2 points available for this credit by having an open access policy that meets the criteria above covering the entire campus. Incremental points are available based on the percentage of the institution's research-producing divisions (e.g. schools, colleges, departments) that are covered by an open access policy. For example, an institution with an open access policy covering 3 of its 6 colleges that produce research would earn 1 point (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit						
Points will be calculated automatically when data are entered in the STARS online Reporting Tool						
Factor	*Multiply*	Number of Divisions Covered By a Policy Assuring Open Access to Research	*Divide*	Total Number of Divisions That Produce Research	*Equals*	Points Earned
2	×	_____	÷	_____	=	

<div style="text-align:center">

Scoring Example: Access to Research

</div>

Example University has **25** academic departments that produce academic research. Of those, **5** are covered by an open access policy.

Factor	*Multiply*	Number of Divisions Covered By a Policy Assuring Open Access to Research	*Divide*	Total Number of Divisions That Produce Research	*Equals*	Points Earned
2	×	5	÷	25	=	0.4

E. Reporting Fields

Required
- ☐ Total number of institutional divisions (e.g. schools, colleges, departments) that produce research
- ☐ Number of divisions covered by a policy assuring open access to research
- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is reporting an open access policy:
- ☐ A brief description of the policy, including the date adopted and repository(ies) used
- ☐ The open access policy (text or PDF upload)
- ☐ The website URL where the open access repository is available

Optional

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

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

- □   Notes about the submission

F. Measurement

Timeframe

Current policies and programs are eligible for this credit

Sampling and Data Standards

Not applicable

Engagement

Campus Engagement

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

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

Credits		Points Available: 20
EN 1	Student Educators Program	4
EN 2	Student Orientation*	2
EN 3	Student Life	2
EN 4	Outreach Materials and Publications	2
EN 5	Outreach Campaign	4
EN 6	Employee Educators Program	3
EN 7	Employee Orientation	1
EN 8	Staff Professional Development	2

* credit does not apply to all institutions

Optional Reporting Field
- ☐ A brief text summary of the institution's activities relevant to this subcategory

EN 1: Student Educators Program

4 points available

A. Credit Rationale

This credit recognizes institutions with programs that engage students to serve as educators in peer-to-peer sustainability outreach. Such initiatives, sometimes known as "Eco-Reps" programs, help disseminate sustainability concepts and a sustainability ethic throughout the campus community. In addition, serving as an educator is a valuable learning experience for students that can deepen their understanding of sustainability while developing their outreach and education skills.

B. Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:
- Selects or appoints students to serve as educators and formally designates the students as educators (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

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

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

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn the maximum of 4 points available for this credit by having one or more peer-to-peer educator programs that serve (i.e. directly target) all for-credit, degree-seeking students. Incremental points are awarded based on the percentage of students served by the peer-to-peer educator program(s). For example, an institution with a program that serves 50

percent of all students would earn 2 points (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool						
Factor	*Multiply*	**Number of Students Served by a Peer-to-Peer Outreach Program**	*Divide*	**Total Number of Degree-Seeking Students**	*Equals*	**Total Points Earned**
4	×	_____	÷	_____	=	

Scoring Example: Student Educators Program

Example University enrolls **5,000** students. The university has two peer-to-peer outreach programs for which the institution selects students to serve as educators, offers a formal designation or title to the student educators, provides formal training to the educators in how to conduct sustainability outreach, and dedicates staff time to coordinating the programs.

1) Example University's Eco-Reps Program trains volunteer representatives in residence halls. All residence halls at Example University participate in the Eco-Reps Program and house at least one Eco-Rep. This program serves **2,000** students (the residential population).

2) Example University's School of Law has a team of Student Sustainability Ambassadors who are paid a stipend and tasked with conducting sustainability outreach and training to fellow law students. All **500** students at the law school are served by this program.

The remainder of the university's students are not served (i.e. directly targeted) by the program.

Total number of students served by a peer-to-peer outreach program = **2,000 + 500 = 2,500**

Factor	*Multiply*	**Number of Students Served by a Peer-to-Peer Outreach Program**	*Divide*	**Total Number of Degree-Seeking Students**	*Equals*	**Total Points Earned**
4	×	2,500	÷	5,000	=	2

E. Reporting Fields

Required
- ☐ An indication of whether the institution coordinates one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit

- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public**.**

Conditional
Required if the institution is reporting a student, peer-to-peer sustainability outreach and education program:
- ☐ Number of degree-seeking students (headcount)

- ☐ For each peer-to-peer outreach program, report:

  - o Program name

  - o Number of students served (i.e. directly targeted) by the program

  - o A brief description of the program, including examples of peer-to-peer outreach activities

  - o A brief description of how the student educators are selected

  - o A brief description of the formal training that the student educators receive

  - o A brief description of the financial or other support the institution provides to the program

Optional
- ☐ Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually (all programs)

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

- ☐ Notes about the submission

F. Measurement

Timeframe
Report on current program status and offerings for ongoing programs. Use the most recent data available to report the number of students served by each program and the total number of enrolled students.

Sampling and Data Standards
Include all for-credit or degree-seeking students (undergraduate and graduate); reporting on a sample or subset of students is not allowed.

EN 2: Student Orientation

2 points available

A. Credit Rationale

This credit recognizes institutions that include sustainability in orientation activities and programming. Including sustainability in student orientation demonstrates that sustainability is an institutional goal and encourages students to adopt sustainable habits in their new school environments. Orientation sets the tone for the campus experience.

B. Criteria

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

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

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

C. Applicability

This credit applies to all institutions that hold student orientation.

D. Scoring

Institutions earn the maximum of 2 points available for this credit when sustainability is included prominently in orientation activities and programming made available to all entering (i.e. new) students (including transfers). Incremental points are available based on the percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability. For example, an institution that offers activities and programming that meet the criteria to 50 percent of its entering students would earn 1 point (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit
Points will be calculated automatically when data are entered in the STARS online Reporting Tool

Factor	*Multiply*	Percentage of Entering Students Provided Orientation Activities and Programming that Include Sustainability (0-100)	*Equals*	Total Points Earned
.02	×	_____	=	

Scoring Example: Student Orientation

Example College had **400** entering students during the past year. **350** were first–year students and **50** were transfer students. At the beginning of each semester, the college provided orientation activities and programs that prominently included sustainability for all new first-year students (see the Credit Example, below). The activities and programs were not made available to transfer students.

Total number of entering (i.e. new) students = **400**

Number of students provided orientation activities and programming that prominently include sustainability = **350**

The percentage of entering students provided orientation activities and programming that include sustainability = **87.5**

Factor	*Multiply*	Percentage of Entering Students Provided Orientation Activities and Programming that Include Sustainability (0-100)	*Equals*	Total Points Earned
.02	×	87.5	=	**1.75**

E. Reporting Fields

Required

□ The percentage of entering (i.e. new) students (including transfers) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100)

□ A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed)

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional

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

□ Notes about the submission

F. Measurement

Timeframe

Institutions may choose to report activities from the most recent semester (or equivalent), the most recent year, or the three years prior to the anticipated date of submission.

Sampling and Data Standards

Include all entering (i.e. new) students (including transfers and graduate students).

Credit Example: Student Orientation

This credit is based on including sustainability prominently in student orientation activities.

The following examples are provided to illustrate prominent inclusion of sustainability.

Example 1: Several strategies
The new student orientation at Example College included the following activities, which taken together amount to prominent inclusion of sustainability.

- Students received compact fluorescent light bulbs and tips for saving energy.
- There was a service learning fair highlighting local non-profit organizations and an optional service learning trip to restore wildlife habitat and to learn about the local ecosystem.
- All students were able to take a tour that highlighted the institution's sustainability features.
- The institution screened a film about sustainability.
- A faculty member gave a convocation lecture about her sustainability research and how the institution has integrated sustainability across the curriculum.

Example 2: A major sustainability event
All new students at Example University participated in faculty-led, small-group discussions about sustainability.

EN 3: Student Life

2 points available

A. Credit Rationale

This credit recognizes institutions that have co-curricular programs and initiatives that contribute to students learning about sustainability outside of the formal classroom. These programs and initiatives engage students by integrating sustainability into their lives, experiential learning experiences, and campus culture.

B. Criteria

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

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

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

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn 0.25 points for each category listed above for which it has one or more programs up to a maximum of 2 points available for this credit. Partial points are available based on the number of categories for which an institution has programs.

E. Reporting Fields

Required
- □ An indication of whether the institution has one or more programs or initiatives in each the following categories:
  - o Active student groups focused on sustainability
  - o Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and/or sustainable food systems
  - o Student-run enterprises that include sustainability as part of their mission statement or stated purpose (e.g. cafés through which students gain sustainable business skills)
  - o Sustainable investment funds, green revolving funds or microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment skills
  - o Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
  - o Cultural arts events, installations or performances related to sustainability that have students as the intended audience
  - o Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles
  - o Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. this could take the form of choosing a sustainability-related book for common reading)
  - o Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)

- o Sustainability-focused student employment opportunities offered by the institution
- o Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- o Other co-curricular sustainability programs and initiatives (please specify)
- *o* An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public**.**

Conditional
Required for each category for which the institution is reporting a program or initiative:
- □ A brief description of the programs or initiatives, including whether or not they are student-governed

Optional
- □ The website URL where information about the institution's co-curricular programs and initiatives is available (for each area)
- □ Notes about the submission

F. Measurement

Timeframe
Report on currently available programs and on events that occurred during the three years prior to the anticipated date of submission.

Sampling and Data Standards
Not applicable

EN 4: Outreach Materials and Publications

2 points available

A. Credit Rationale

This credit recognizes institutions that produce outreach materials and publications that enhance student learning about sustainability outside of the formal classroom.

B. Criteria

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

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

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn 0.25 points for each type of publication and/or outreach material described above, regardless of how many of each type are produced. Institutions with eight or more types of publications or outreach materials earn the maximum of 2 points available for this credit.

E. Reporting Fields

Required

□ An indication of whether the institution produces the following items or materials:

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

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public**.**

Conditional

Required for each category of items or materials the institution is reporting:

□ A brief description of the material(s) or publication(s)

Optional

    ☐   The website URL where the material, or information about the material or publication, is available (for each item)

    ☐   Notes about the submission

F. Measurement

Timeframe

Report on currently used outreach materials and publications only.

Sampling and Data Standards

Not applicable

EN 5: Outreach Campaign

4 points available

A. Credit Rationale

This credit recognizes institutions that hold sustainability outreach campaigns that yield measurable, positive results in advancing the institution's sustainability performance (e.g. a reduction in energy or water consumption). Campaigns engage the campus community around sustainability issues and can help raise student and employee awareness about sustainability. In addition, campaigns encourage students and employees to adopt or try sustainable practices and lifestyles.

B. Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:
- Increased awareness
- Additional members of a mailing list or group

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently.

Part 1

An institution earns the maximum of 2 points available for Part 1 of this credit for having one or more sustainability-related outreach campaigns that are directed at students and yield measurable, positive results in advancing sustainability. Partial points are not available for Part 1 of this credit.

Part 2

An institution earns the maximum of 2 points available for Part 2 of this credit for having one or more sustainability-related outreach campaigns that are directed at employees and yield measurable, positive results in advancing sustainability. Partial points are not available for Part 2 of this credit.

E. Reporting Fields

Required

☐ An indication of whether the institution holds at least one sustainability-related outreach campaign directed at students that has yielded measurable, positive results in advancing sustainability

☐ An indication of whether the institution holds at least one sustainability-related outreach campaign directed at employees that has yielded measurable, positive results in advancing sustainability

☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting a sustainability-related outreach campaign:

☐ For each campaign, report:

  o The name of the campaign(s)

  o A brief description of the campaign(s)

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

Optional

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

☐ Notes about the submission

F. Measurement

Timeframe

Report on the most recent campaign(s) for which data is available. Campaigns held more than three years prior to the anticipated date of submission are not eligible for this credit.

Sampling and Data Standards

Institutions may use a representative sample to measure pre-campaign baseline and post-campaign performance.

Credit Example: Outreach Campaign

To earn this credit, an institution must demonstrate that an outreach campaign led to a measurable, positive impact on its sustainability performance. In order to measure whether the campaign positively impacted the institution's sustainability performance, institutions should compare performance before the campaign to results during or after the campaign. Examples of how to measure impacts from various campaigns follow.

Example 1: An on-campus competition

Example University had a residence hall vs. residence hall energy conservation competition in which on-campus residents learned energy conservation tips and tools. To measure the impact of the campaign, the university compared residence hall electricity consumption during the month before the competition to consumption during the month of the competition. (There were no major differences in occupancy or other factors that would influence electricity consumption during either month.)

Since electricity consumption decreased during the month of the competition, the institution can demonstrate that the campaign led to a measurable, positive impact on its sustainability performance.

Example 2: A campus-wide challenge

Example Community College participated in RecycleMania, a nationwide competition between colleges and universities to increase recycling. During the competition, the institution conducted outreach and held events about the benefits of recycling. Prior to the competition the institution was recycling 30 percent of its total waste. Following the competition, the institution recycled 35 percent of its waste. (There were no other major events or changes that would have influenced the recycling rate during either month.)

Since the recycling rate increased following the outreach campaign, the institution can demonstrate that the campaign led to a measurable, positive impact on its sustainability performance.

Example 3: An outreach campaign

Example College conducted an outreach campaign to decrease the consumption of bottled water on campus. Before the campaign, the bookstore sold about 5,000 bottles of water per week. After the campaign, bottled water sales dropped to 3,000 bottles per week. (There were no other major factors that would have influenced bottled water sales during either month).

Since bottled water sales decreased after the outreach campaign, the institution can demonstrate that the campaign led to a measurable, positive impact on its sustainability performance.

EN 6: Employee Educators Program

3 points available

A. Credit Rationale

This credit recognizes institutions that coordinate programs in which faculty and staff members educate and mobilize their peers around sustainability initiatives and programs. Engaging faculty and staff in peer educator roles can help disseminate sustainability messages more widely and encourage broader participation in sustainability initiatives.

B. Criteria

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

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

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

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn the maximum of 3 points for this credit by having a peer-to-peer educator program that serves (i.e. directly targets) all employees (full- and part-time staff and faculty). Incremental points are awarded based on the percentage of employees served by the peer-to-peer educator program. For example, an institution with a program that serves 50 percent of all employees would earn 1.5 points (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit
Points will be calculated automatically when data are entered in the STARS online Reporting Tool

Factor	Multiply	Number of Employees Served by a Peer-to-Peer Outreach Program	Divide	Total Number of Employees	Equals	Total Points Earned
3	×	_____	÷	_____	=	

Scoring Example: Employee Educators Program

Example College employs **500** people. The university has two peer-to-peer outreach programs for which the institution selects employees to serve as educators, offers a formal designation or title to the educators, provides formal training to the educators in how to conduct sustainability outreach, and dedicates staff time to coordinating the programs.

1) Example College's Academic Department Green Teams train educators to represent their departments. All academic departments at Example University participate in the Green Teams and have at least one representative who serves on the institution-wide Green Team. This program serves **200** employees (the employees affiliated with an academic department.

2) Example College's maintenance department has designated Sustainability Ambassadors who are tasked with conducting sustainability outreach and training to fellow maintenance workers. All **50** employees on the maintenance crew are served by this program.

The remainder of the college's employees are not served (i.e. directly targeted) by the program.

Total number of employees served by a peer-to-peer outreach program = **200 + 50 = 250**

Factor	Multiply	Number of Employee Served by a Peer-to-Peer Outreach Program	Divide	Total Number of Employees	Equals	Total Points Earned
3	×	250	÷	500	=	1.5

E. Reporting Fields

Required
- ☐ An indication of whether the institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit

- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting a faculty/staff peer-to-peer sustainability outreach and education program:
- ☐ Number of employees (staff + faculty, headcount)

- ☐ For each peer-to-peer outreach program, report

  - o Program name
  - o Number of employees served by the program (headcount)
  - o A brief description of how the employee educators are selected
  - o A brief description of the formal training that the employee educators receive
  - o A brief description of the staff and/or other financial support the institution provides to the program

Optional
- ☐ Total number of hours employee educators are engaged in peer-to-peer sustainability outreach and education activities annually

- ☐ The website URL for the employee outreach and education program(s)

- ☐ Notes about the submission

F. Measurement

Timeframe

Report on current program status and offerings.

Sampling and Data Standards

Include all full- and part-time staff and faculty; reporting on a sample or subset of employees is not allowed.

EN 7: Employee Orientation

1 point available

A. Credit Rationale

This credit recognizes institutions that address sustainability issues during new employee orientation. Including sustainability in new employee orientation helps establish sustainability as an institutional priority and part of the campus culture. Providing information and tools about the institution's sustainability programs and options at the time when an employee is getting acquainted with his or her new employer and developing new work routines and habits can help encourage the adoption of environmentally and socially preferable habits, routines, and choices.

B. Criteria

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn the maximum of 1 point available for this credit when sustainability topics are covered in orientation and/or outreach and guidance materials that are made available to all new employees. Incremental points are available based on the percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics. For example, an institution that offers outreach materials that meet the criteria to 50 percent of its new employees would earn 0.5 points (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit				
Points will be calculated automatically when data are entered in the STARS online Reporting Tool				
Factor	*Multiply*	**Percentage of New Employees Offered Orientation and/or Outreach and Guidance Materials that Cover Sustainability (0-100)**	*Equals*	**Total Points Earned**
0.01	×	_____	=	

Scoring Example: Employee Orientation

Example College employed **50** new people during the previous year (40 staff and 10 faculty). The university offers orientation activities that cover sustainability topics to all new staff members, but not to faculty.

Factor	*Multiply*	Percentage of **New Employees Offered Orientation and/or Outreach and Guidance Materials that Cover Sustainability (0-100)**	*Equals*	**Total Points Earned**
0.01	×	<u>80</u>	=	**0.8**

E. Reporting Fields

Required
- ☐ The percentage of new employees (faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics
- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is reporting orientation materials that cover sustainability:
- ☐ A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed)

Optional
- ☐ The website URL where information about sustainability in new employee orientation is available
- ☐ Notes about the submission

F. Measurement

Timeframe
Institutions may choose to report activities from the most recent 1, 2 or 3 years.

Sampling and Data Standards
Not applicable

EN 8: Staff Professional Development

2 points available

A. Credit Rationale

This credit recognizes institutions that offer training and/or other professional development opportunities in sustainability for their staff. Staff members in each department make important contributions to an institution's sustainability performance. By offering training and professional development opportunities in sustainability to all staff members, an institution helps equip its staff to implement sustainable practices and systems and to model sustainable behavior for students and the rest of the campus community.

B. Criteria

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

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

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

The following training opportunities are not sufficient for this credit:
- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn 2 points for meeting the criteria outlined above. Partial points are not available for this credit.

E. Reporting Fields

Required
- □ An indication of whether the institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting staff training or other professional development opportunities:
□ A brief description of the sustainability trainings and professional development opportunities available to staff

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

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

□ Notes about the submission

F. Measurement

Timeframe
Report on current program status and offerings.

Sampling and Data Standards
Not applicable

Public Engagement

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

Credits		Points Available: 22
EN 9	Community Partnerships	3
EN 10	Inter-Campus Collaboration	2
EN 11	Continuing Education*	5
EN 12	Community Service	5
EN 13	Community Stakeholder Engagement	2
EN 14	Participation in Public Policy	2
EN 15	Trademark Licensing*	2
EN 16	Hospital Network*	1

* credit does not apply to all institutions

Optional Reporting Field
- ☐ A brief text summary of the institution's activities relevant to this subcategory

EN 9: Community Partnerships

3 points available

A. Credit Rationale

This credit recognizes institutions that have developed partnerships with their local communities to advance sustainability. As community members and leaders, colleges and universities can be powerful catalysts, allies and partners in envisioning, planning and acting to create a sustainable future in the region and beyond.

B. Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the types outlined in the table below (supportive, collaborative or transformative). An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

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

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

Type of Community Partnership	Indicators
A. Supportive	*Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	*Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) *Duration:* May be time-limited, multi-year, or ongoing *Commitment:* Institution provides faculty/staff, financial, and/or material support *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review
C. Transformative	*Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. "transition" projects and partnerships focused on community adaptation to climate change) *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change *Commitment:* Institution provides faculty/staff and financial or material support *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn the maximum of 3 points available for this credit for having at least one formal partnership that meets the criteria as "transformative" outlined above. Partial points are available if an institution does not have any transformative partnerships, but has instead one or more partnerships that meet the criteria as "supportive" and/or "collaborative" outlined above. Points earned are calculated according to the following table:

Institution has at least one:	Total Points Earned
A. Supportive community partnership	1
B. Collaborative community partnership	2
C. Transformative community partnership	3

Note that points are not earned cumulatively. For example, an institution that has one or more supportive partnerships *and* one or more collaborative partnerships would earn 2 points for this credit, not 3.

E. Reporting Fields

Required

☐ An indication of whether the institution has at least one formal sustainability partnership with the local community that meets the criteria as "supportive"

☐ An indication of whether the institution has at least one formal sustainability partnership with the local community that meets the criteria as "collaborative"

☐ An indication of whether the institution has at least one formal sustainability partnership with the local community that meets the criteria as "transformative"

☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting one or more supportive partnership(s):

- □ A brief description of the institution's supportive sustainability partnership(s) with the local community (including timeframes)

Required if the institution is reporting one or more collaborative partnership(s):

- □ A brief description of the institution's collaborative sustainability partnership(s) (including timeframes, how multiple dimensions of sustainability are addressed, how the institution supports the partnership, and how campus and local community members are engaged)

Required if the institution is reporting one or more transformative partnership(s):

- □ A brief description of each transformative sustainability partnership (including timeframes, how the partnership supports economic prosperity, social equity and wellbeing, and ecological health, how the institution supports the partnership, how relevant stakeholder groups are identified and engaged, and how the partnership proposes to institutionalize systemic change)

Optional

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

- □ The website URL where information about the institution's community sustainability partnerships is available

- □ Notes about the submission

F. Measurement

Timeframe

Report on current partnerships and/or partnerships that were active during the three years prior to the anticipated date of submission.

Sampling and Data Standards

Not applicable

Credit Example: Identifying Community Partnerships

To earn points for this credit, institutions must formally engage with their community to advance sustainability. Since the structure, format, and organization of community collaboration vary across institutions, "formal partnerships" may take different forms at each institution. Sustainability partnerships address one or more major sustainability challenges (e.g. the partnership contributes toward achieving principles outlined in the Earth Charter).

Examples:

Supportive Partnership
Example University partners with a local middle school to co-sponsor an afterschool organic gardening program for urban youth in Example University's neighborhood. Example University coordinates student and staff volunteers and provides some technical support. The program is coordinated by school administrators and the university's community partnership staff.

Collaborative Partnership
Example Community College participates in a local alliance of higher education institutions, schools, non-profits and the City of Example to assist in the creation of local green jobs in disadvantaged areas. The five-year project engages local community members, faculty, and staff in planning, decision-making and assessment activities. The college provides training courses, some operational expenses, and staff support.

Transformative Partnership
Model College initiated a joint effort with local government, business partners, community organizations and other entities to build community sustainability. The project aims to create lasting change and local resiliency by eliminating community carbon emissions, improving the energy efficiency of local housing, increasing local food production, creating wildlife habitat and renewable forestry, and revitalizing the local and regional economy through sustainable development. The project has adopted a stakeholder engagement framework that involves regular open forums and other mechanisms to solicit feedback and engage community members in planning, decision-making and assessment. The college provides financial and in-kind support and engages the campus community at all levels (i.e. administrators, faculty, staff and students).

EN 10: Inter-Campus Collaboration

2 points available

A. Credit Rationale

This credit recognizes institutions that collaborate with other colleges or universities to help build campus sustainability broadly. Institutions can make significant contributions to sustainability by sharing their experiences and expertise with other colleges and universities. Sharing best practices and lessons learned can help other institutions realize efficiencies that accelerate the movement to sustainability.

B. Criteria

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

See the Credit Example, below, guidance on identifying appropriate collaborations.

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn 2 points for having programs or practices that meet the criteria outlined above. Partial points are not available for this credit.

E. Reporting Fields

Required

- An indication of whether the institution collaborates with other colleges and universities to support and help build the campus sustainability community

- An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting inter-campus collaboration:

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

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

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

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

    ☐ Notes about the submission

F. Measurement

Timeframe
Report on current cross-campus collaborations and/or collaborations that were active during the three years prior to the anticipated date of submission.

Sampling and Data Standards
Not applicable

Credit Example: Inter-Campus Collaboration

Institutions earn this credit by working with other colleges and universities to advance sustainability. There are many potential opportunities for collaboration, for example:.

Example 1: Collaboration in planning Earth Day events
Example University works with nearby Model College in planning, promoting and executing events around Earth Day. This includes an interactive panel discussion of professors and administration from both institutions on the topic of campus sustainability, as well as the launch of an inter-campus bicycle sharing program.

Example 2: Joint facilities staff meetings
Example University and Model College hold joint staff meetings focused on sustainability for key facilities staff twice per semester. The meetings are held with the intention to share utilities data and sustainable solutions. As a result, Example University has adapted a successful composting program modeled after that of Model College, and Model College has revised its sprinkling policy to achieve the water savings of Example University.

Example 3: Formal sustainability leadership
Example University sits on the leadership group of a regional sustainability organization to help guide its work, from conference planning and hosting to publications to decision-making on grant and scholarship applications.

EN 11: Continuing Education

5 points available

A. Credit Rationale

This credit recognizes institutions that provide continuing education courses and programs in sustainability to the community. Such courses train community members in sustainability topics and help build knowledge about the subject. They can also provide the training people need to obtain and perform green jobs. Certificate programs offer professional recognition for sustainability training and are important tools in helping students obtain, perform, and advance their position in green jobs.

B. Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

C. Applicability

This credit applies to institutions that offer continuing education or community education programs.

D. Scoring

Each part of this credit is scored independently.

Part 1

Institutions earn the maximum of 3 points for Part 1 of this credit when courses that address sustainability comprise 10 or more percent of all continuing education courses offered. Incremental points are awarded based on the percentage of continuing education course offerings that address sustainability. For example, an institution where 5 percent of all continuing education courses offered were sustainability courses would earn 1.5 points (half

of the points available for Part 1). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 1 of this credit						
Points will be calculated automatically when data are entered in the STARS online Reporting Tool						
Factor	*Multiply*	**Number of Continuing Education Courses That Address Sustainability**	*Divide*	**Total Number of Continuing Education Courses Offered**	*Equals*	**Total Points Earned**
30	×	_____	÷	_____	=	**(up to 3 available)**

Part 2
Institutions earn 2 points in Part 2 of this credit for having at least one certificate program that meets the criteria outlined above. Partial points are not available for Part 2 of this credit.

Scoring Example: Continuing Education

Part 1
Example Community College offered **600** continuing education courses during the past year. Of those courses, **25** address sustainability.

Factor	*Multiply*	**Number of Continuing Education Courses That Address Sustainability**	*Divide*	**Total Number of Continuing Education Courses Offered**	*Equals*	**Total Points Earned**
30	×	25	÷	600	=	**1.25**

Part 2
Example Community College offers a green building certificate program through its department of continuing education. Example Community College earns **2** points for this part of the credit.

Total Credit Score:

Part 1 + Part 2 = 1.25 + 2

Total points = **3.25**

E. Reporting Fields

Required

- ☐ An indication of whether the institution offers continuing education courses that address sustainability

- ☐ An indication of whether the institution has at least one sustainability-themed certificate program through its continuing education or extension department

- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting offering continuing education courses that address sustainability:

- ☐ Number of continuing education courses offered that address sustainability

- ☐ Total number of continuing education courses offered

- ☐ A list and brief description of the continuing education courses offered that address sustainability (text or upload)

Required if the institution is reporting a sustainability-themed certificate program*:*

- ☐ A brief description of the certificate program(s)

- ☐ Year the certificate program was created

Optional

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

- ☐ Notes about the submission

F. Measurement

Timeframe

Part 1

Report on the most recent data available. Institutions may count course offerings from one, two, or three academic years, as long as the counts of continuing education courses and sustainability continuing education courses are drawn from the same time period.

Part 2

Report on current program status and offerings.

Sampling and Data Standards

Not applicable

EN 12: Community Service

5 points available

A. Credit Rationale

This credit recognizes institutions that engage their student bodies in community service, as measured by how widespread participation is at the institution. Volunteerism and the sense of compassion that community services help develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students can make tangible contributions that address sustainability challenges through community service. In addition, community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems.

B. Criteria

Part 1

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

Part 2

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

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently.

Part 1

Institutions earn the maximum of 3 points available for Part 1 of this credit by engaging their entire student body in community service. Incremental points are awarded based on the percentage of students that contribute community service.   For example, an institution where 50 percent of students contributed some community service would earn 1.5 points (half of the points available for Part 1 of this credit).   Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 1 of this credit
Points will be calculated automatically when data are entered in the STARS online Reporting Tool

Factor	*Multiply*	Number of Students Engaged in Community Service	*Divide*	Total Number of Students	*Equals*	Total Points Earned
3	×	_____	÷	_____	=	

Scoring Example: Community Service Participation (Part 1)

Example Community College has **2,000** students. **750** Example Community College students engaged in community service during the past year.

Factor	*Multiply*	Number of Students Engaged in Community Service	*Divide*	Total Number of Students	*Equals*	Total Points Earned
3	×	750	÷	2,000	=	**1.13**

Part 2
Institutions earn the maximum of 2 points available for Part 2 of this credit by engaging their students in an average of 20 hours of community service per year. Incremental points are awarded based on the average number of hours contributed. For example, an institution where students contributed an average of 10 hours per year would earn 1 point (half of the points available for Part 2). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 2 of this credit
Points will be calculated automatically when data are entered in the STARS online Reporting Tool

Factor	*Multiply*	Number of Student Community Service Hours Contributed	*Divide*	Total Number of Students	*Equals*	Total Points Earned
0.1	×	_____	÷	_____	=	(Up to 2 available)

Scoring Example: Community Service Hours (Part 2)

Example Community College enrolls **2,000** students. Example Community College students contributed **12,000** hours of community service during the past year.

Factor	Multiply	Number of Student Community Service Hours Contributed	Divide	Total Number of Students	Equals	Total Points Earned
0.1	×	12,000	÷	2,000	=	0.6

E. Reporting Fields

Required
- □ Number of students engaged in community service (headcount)
- □ Total number of students (headcount)
- □ An indication of whether the institution wishes to pursue Part 2 of this credit (community service hours)
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is pursuing Part 2 of this credit:
- □ Total number of student community service hours contributed during a one-year period

Optional
- □ An indication of whether the institution includes community service achievements on student transcripts
- □ An indication of whether the institution provides incentives for employees to participate in community service (on- or off-campus). (Incentives may include voluntary leave, compensatory time, or other forms of positive recognition.)
- □ A brief description of the institution's employee community service initiatives
- □ The website URL where information about the institution's community service initiatives is available
- □ Notes about the submission

F. Measurement

Timeframe
Report the most recent annual data available during the three years prior to the anticipated date of submission.

Sampling and Data Standards
Include undergraduate and graduate students. Institutions may use a representative sample or survey to determine student participation in community service. Institutions may also choose to exclude part-time, continuing education and/or non-credit students, as long as they are excluded from both the count of students engaged in community service and the count of total students.

EN 13: Community Stakeholder Engagement

2 points available

A. Credit Rationale

This credit recognizes institutions that have adopted a framework to identify and engage community stakeholders in the college or university's ongoing governance, strategy and operations. Stakeholder engagement improves the ability of higher education institutions to fulfill their missions. Quality stakeholder engagement can lead to more equitable and sustainable development by giving those who are affected by decisions the opportunity to learn from and influence decision-making processes. Engagement can also inform, educate and influence both the institution and its stakeholders in the long term, resulting in better decisions and transparent, trusting stakeholder relationships.

B. Criteria

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

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

   And

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

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

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn 2 points for having adopted a framework for community stakeholder engagement that meets the criteria outlined above. Partial points are not available for this credit.

E. Reporting Fields

Required
- □ An indication of whether the institution has adopted a framework for community stakeholder engagement in governance, strategy and operations

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional
Required if the institution is reporting adopting a framework for stakeholder engagement:
- □ A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities

- □ A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups

- □ List of identified community stakeholder groups from the following categories:
  - o Educational organizations
  - o Government bodies
  - o Private sector organizations
  - o Civil society (e.g. NGOs, NPOs, underrepresented and vulnerable populations)
  - o Other (please specify)

Optional
- □ A brief description of successful community stakeholder engagement outcomes from the previous three years

- □ The website URL where information about the institution's community stakeholder engagement framework and activities is available

- □ Notes about the submission

F. Measurement

Timeframe
Report on current policies and procedures and activities during the three years prior to the anticipated date of submission.

Sampling and Data Standards
Not applicable

EN 14: Participation in Public Policy

2 points available

A. Credit Rationale

This credit recognizes institutions that promote sustainability through public policy advocacy. There are myriad public policies for which institutions can advocate that address sustainability, including policies specific to higher education. Given the prominence and importance of colleges and universities in their communities, institutions can be powerful voices in advancing sustainability through legislation and policy.

B. Criteria

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

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn 2 points for this credit by meeting the criteria outlined above. Partial points are not available for this credit.

E. Reporting Fields

Required

- ☐ An indication of whether the institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability

- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting advocating for public policies that support sustainability:

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

Optional

- □ A brief description of other political positions the institution has taken during the previous three years
- □ A brief description of political donations the institution made during the previous three years (if applicable)
- □ The website URL where information about the institution's advocacy efforts is available
- □ Notes about the submission

F. Measurement

Timeframe

Report on sustainability policy advocacy efforts that took place during the three years prior to the anticipated date of submission. The report does not have to include all advocacy efforts.

Sampling and Data Standards

Not applicable

EN 15: Trademark Licensing

2 points available

A. Credit Rationale

This credit recognizes institutions that join a monitoring and verification organization to help ensure that apparel bearing the institution's name is produced under fair conditions. By ensuring that apparel bearing the institution's logo is made under fair working conditions, institutions promote health, safety, and secure livelihoods for domestic and global workers.

B. Criteria

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

C. Applicability

This credit applies to institutions whose logo is trademarked and appears on apparel and that are eligible for FLA and/or WRC membership.

D. Scoring

Institutions earn 2 points by being a member of the Fair Labor Association or the Worker Rights Consortium. Partial points are not available for this credit.

E. Reporting Fields

Required
- □ An indication of whether the institution is a member of the Worker Rights Consortium
- □ An indication of whether the institution is a member of the Fair Labor Association
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional
- □ An indication of whether the institution has expressed an intention to participate in the Worker Rights Consortium's [Designated Suppliers Program (DSP)](#)
- □ The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available
- □ Notes about the submission

F. Measurement

Timeframe

Report on current participation status.

Sampling and Data Standards

Not applicable

EN 16: Hospital Network

1 point available

A. Credit Rationale
This credit recognizes institutions that are participating in health care networks to improve the sustainability performance of hospitals.

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

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

C. Applicability
This credit applies to institutions with affiliated hospitals or health systems. Institutions with affiliated hospitals or health systems may pursue this credit regardless of whether the hospital is included its institutional boundary or not.

D. Scoring
Institutions earn 1 point by being a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth. Partial points are not available for this credit.

E. Reporting Fields

Required
- □ An indication of whether the institution is a member of the following:
  - o Global Green and Healthy Hospitals Network
  - o Healthier Hospitals Initiative
  - o Practice Greenhealth
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional

- □ A brief description of the hospital's sustainability initiatives

- □ The website URL where information about the hospital's sustainability initiatives is available

- □ Notes about the submission

F. Measurement

Timeframe

Report on current participation status.

Sampling and Data Standards

Not applicable

Operations

Air & Climate

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

Credits	**Points Available: 11**
OP 1 Greenhouse Gas Emissions	10
OP 2 Outdoor Air Quality	1

Optional Reporting Field
- ☐ A brief text summary of the institution's activities relevant to this subcategory

OP 1: Greenhouse Gas Emissions

10 points available

A. Credit Rationale

This credit recognizes institutions that have inventoried their greenhouse gas (GHG) emissions and that have reduced their adjusted net Scope 1 and Scope 2 GHG emissions.

B. Criteria

Part 1

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

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent ($MtCO_2e$) per gross square foot (0.002 $MtCO_2e$ per gross square metre) of floor area.

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

For this credit, the following carbon offsets may be counted:
1) Institution-catalyzed carbon offsets (popularly known as "local offsets")
2) Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3) Carbon storage from on-site composting
4) Third-party verified purchased carbon offsets
5) Carbon offsets from purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party (count toward a reduction in Scope 2 emissions only)

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently. Points earned are calculated according to the formulas below. Please note that users do not have to calculate the number of points earned themselves; points will be calculated automatically when the data listed under *Section E: Reporting Fields* is entered in the online Reporting Tool.

Scoring for Part 2 and Part 3 of this credit are based on adjusted net Scope 1 and 2 GHG emissions, a measure of an institution's overall climate impact (emissions minus carbon offsets generated). STARS calculates the figure according to the following formula:

$$\text{Adjusted net Scope 1 and 2 GHG emissions} = \{ \, [A + (B - G)] - (C + D + E + F) \, \}$$

A = Scope 1 GHG emissions ($MtCO_2e$)
B = Scope 2 GHG emissions ($MtCO_2e$)
C = Institution-catalyzed carbon offsets generated ($MtCO_2e$)
D = Carbon sequestration ($MtCO_2e$)
E = Carbon storage from on-site composting ($MtCO_2e$)
F = Third-party verified carbon offsets purchased ($MtCO_2e$)
G = Carbon offsets from third party verified RECs purchased ($MtCO_2e$)

Part 1

An institution earns the maximum of 2 points available for Part 1 of this credit when its publicly available GHG emissions inventory has been validated or verified (internally or by a third party) and covers Scope 1 and Scope 2 GHG emissions and emissions from 6 categories of Scope 3 GHG emissions (see table below). Partial points are available based on the categories of emissions included in the inventory and whether or not the inventory has been verified. Points are awarded as follows:

Components of the GHG Inventory	Points Available	Points Earned
Scope 1 and Scope 2 GHG emissions	0.75	
Scope 3 GHG emissions from: • Business travel • Commuting • Purchased goods and services • Capital goods • Fuel- and energy-related activities • Waste generated in operations • Other sources	0.167 each	(Up to 1 available)
Validation or verification (internal and/or third-party)	0.25	
Total Points Earned ⟶		(Up to 2 available)

Scoring Example: Greenhouse Gas Emissions (Part 1)

Example University has completed an inventory of its greenhouse gas emissions. The inventory covers Scope 1 and Scope 2 GHG emissions and is publicly available on the institution's website. The inventory also includes Scope 3 GHG emissions from the following categories:

- Business travel
- Commuting
- Paper purchases
- Transmission and distribution (T&D) losses from purchased electricity

The inventory has not been validated or verified by personnel who are independent of the GHG accounting and reporting process (internally or externally).

The reported emissions from paper purchases and T&D losses are both included under "Other sources" since they do not represent a complete accounting of Scope 3 emissions from purchased goods and services or fuel- and energy-related activities, respectively (as outlined in WRI guidance).

Components of the GHG Inventory	Points Available	Points Earned
Scope 1 and Scope 2 GHG emissions	0.75	0.75
Scope 3 GHG emissions from: • Business travel • Commuting • Purchased goods and services • Capital goods • Fuel- and energy-related activities • Waste generated in operations • Other sources	0.167 each	0.5
Validation or verification (internal and/or third-party)	0.25	0
Total Points Earned ⟶		**1.25**

Part 2

Institutions earn the maximum of 4 points available for Part 2 of this credit by achieving zero adjusted net Scope 1 and 2 GHG emissions. Incremental points are awarded for reducing adjusted net Scope 1 and 2 GHG emissions per weighted campus user compared to a baseline. For example, an institution that reduced its adjusted net GHG emissions per weighted campus user by 50 percent would earn 2 points (half of the points available for Part 2).

STARS awards only positive points; points will not be deducted if adjusted net GHG emissions per weighted campus user increased rather than decreased during the time period. Points for Part 2 of this credit are earned according to the following formula:

$$\text{Points Earned} = 4 \times \{ \, [\, (A/B) - (C/D) \,] \, / \, (A/B) \, \}$$

A = Adjusted net Scope 1 and 2 greenhouse gas emissions, baseline year ($MtCO_2e$)

B = Weighted campus users, baseline year

C= Adjusted net Scope 1 and 2 greenhouse gas emissions, performance year ($MtCO_2e$)

D= Weighted campus users, performance year

Part 3

Institutions earn the maximum of 4 points available for Part 3 of this credit by achieving zero adjusted net Scope 1 and 2 GHG emissions. Incremental points are awarded based on an institution's performance between the minimum performance threshold of 0.02 $MtCO_2e$ per gross square foot (0.002 $MtCO_2e$ per gross square metre) of floor area and zero. For example, an institution with annual adjusted net Scope 1 and 2 GHG emissions of 0.01 $MtCO_2e$ per gross square foot of floor area would earn 2 points (half of the points available for Part 3).

Scoring for Part 3 of this credit is based on an EUI-adjusted floor area figure that accounts for significant differences in energy use intensity (EUI) between types of building space. Points for Part 3 of this credit are earned according to the following formula:

$$\text{Points Earned} = 4 \times \{ \, [\, A - (B/C) \,] \, / \, A \}$$

A = Minimum performance threshold ($MtCO_2e$ per gross square foot/metre)

B = Adjusted net Scope 1 and 2 greenhouse gas emissions, performance year ($MtCO_2e$)

C = EUI-adjusted floor area, performance year (square feet/metres)

Scoring Example: Greenhouse Gas Emissions (Part 2)

The following data describe Example University:

A. Adjusted Net Scope 1 and 2 Greenhouse Gas Emissions, Baseline Year:
- Metric tons of Scope 1 gross GHG emissions = 48,195
- Metric tons of Scope 2 gross GHG emissions = 11,475
- Metric tons of institution-catalyzed carbon offsets generated = 650

Baseline Adjusted Net Scope 1 and 2 Greenhouse Gas Emissions

$\qquad$ = (48,195 + 11,475) - (650)

$\qquad$ = 59,670 – 650

$\qquad$ = **59,020** $MtCO_2 e$

B. Weighted Campus Users, Baseline Year:
a. Number of residential students = 5,800
b. Number of residential employees = 200
c. Number of in-patient hospital beds = 0
d. Full-time equivalent enrollment = 6,750
e. Full-time equivalent of employees = 1,200
f. Full-time equivalent of distance education students = 250

Baseline Weighted Campus Users = (a + b + c) + 0.75 [(d - a) + (e - b) – f]

$\qquad$ = (5,800 + 200 + 0) + 0.75 [(6,750 – 5,800) + (1,200 – 200) – (250)]

$\qquad$ = 6,000 + 0.75 (950 + 1,000 – 250)

$\qquad$ = 6,000 + 0.75 (1,700)

$\qquad$ = **7,275**

C. Adjusted Net Scope 1 and 2 Greenhouse Gas Emissions, Performance Year:
- Metric tons of Scope 1 gross GHG emissions = 42,133
- Metric tons of Scope 2 gross GHG emissions = 11,599
- Metric tons of institution-catalyzed carbon offsets generated = 4,400

Performance Year Adjusted Net Scope 1 and 2 Greenhouse Gas Emissions

$\qquad$ = (42,133 + 11,599) – 4,400

$\qquad$ = 53,732 – 4,400

$\qquad$ = **49,332** $MtCO_2 e$

Scoring Example: Greenhouse Gas Emissions (Part 2, cont'd)

D. Weighted Campus Users, Performance Year:

    a.   Number of residential students = 6,000
    b.   Number of residential employees = 180
    c.   Number of in-patient hospital beds = 0
    d.   Full-time equivalent enrollment = 7,000
    e.   Full-time equivalent of employees = 1,200
    f.   Full-time equivalent of distance education students = 350

Performance Year Weighted Campus Users = (a + b + c) + 0.75 [(d - a) + (e - b) – f]

    = (6,000 + 180 + 0) + 0.75 [(7,000 – 6,000) + (1,200 – 180) – (350)]
    = 6,180 + 0.75 (1,000 + 1,020 – 350)
    = 6,180 + 0.75 (1,670)
    = **7,432.5**

Calculating Points Earned

Points Earned = 4 × { [(A/B) – (C/D)] / (A/B) }

    = 4 × { [(59,020 / 7,275) – (49,332 / 7,432.5)] / (59,020 / 7,275) }
    = 4 × { [8.11 – 6.64] / 8.11 }
    = 4 × { 1.47 / 8.11 }
    = 4 × 0.182
    = **0.73** points

Scoring Example: Greenhouse Gas Emissions (Part 3)

The following data describe Example University:

EUI-Adjusted Floor Area

    A. Gross floor area of building space = 4,000,000 ft^2

    B. Floor area of laboratory space = 80,000 ft^2

    C. Floor area of healthcare space = 0 ft^2

    D. Floor area of other energy intensive space = 24,000 ft^2

EUI-adjusted floor area = { A + [2 × (B + C)] + D }
               = { 4,000,000 + [2 × (80,000 + 0)] + 24,000 }
               = 4,000,000 + [2 × 80,000) + 24,000
               = 4,000,000 + 184,000
               = **4,184,000**

Calculating Points Earned

    A. Minimum performance threshold = **0.02** $MtCO_2e/ft^2$

    B. Adjusted net Scope 1 and 2 greenhouse gas emissions, performance year = **49,332** Mt CO_2e

    C. EUI-adjusted floor area, performance year = **4,184,000** ft^2

Points Earned = 4 × { [A - (B/C)] / A}
           = 4 × { [0.02 - (49,332/4,184,000)] / 0.02}
           = 4 × { [0.02 - (.0118)] / 0.02}
           = 4 × { 0.0082 / 0.02}
           = 4 × 0.41
           = **1.64** points

E. Reporting Fields

Required

- ☐ An indication of whether each of the following are included in the institution's GHG emissions inventory:
  - ○ Scope 1 and 2 emissions
  - ○ Scope 3 emissions
- ☐ A copy of the most recent GHG emissions inventory (upload)
- ☐ A brief description of the methodology and/or tool used to complete the GHG emissions inventory
- ☐ An indication of whether the GHG emissions inventory has been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party
- ☐ Scope 1 GHG emissions from stationary combustion, performance year ($MtCO_2e$)
- ☐ Scope 1 GHG emissions from other sources (i.e. mobile combustion, process emissions, fugitive emissions), performance year ($MtCO_2e$)
- ☐ Scope 2 GHG emissions from purchased electricity, performance year ($MtCO_2e$)
- ☐ Scope 2 GHG emissions from other sources (i.e. purchased heating, cooling and steam), performance year ($MtCO_2e$)
- ☐ Figures needed to determine total carbon offsets, performance year:
  - ○ Institution-catalyzed carbon offsets generated, performance year ($MtCO_2e$)
  - ○ Carbon sequestration due to land that the institution manages specifically for sequestration, performance year ($MtCO_2e$)
  - ○ Carbon storage from on-site composting, performance year ($MtCO_2e$)
  - ○ Third-party verified carbon offsets purchased, performance year ($MtCO_2e$)
  - ○ Carbon offsets from third-party verified Renewable Energy Certificates (RECs) purchased, performance year ($MtCO_2e$)
- ☐ Figures needed to determine "Weighted Campus Users" during the performance year:
  - ○ Number of residential students, performance year (annualized headcount)
  - ○ Number of residential employees, performance year (annualized headcount)
  - ○ Number of in-patient hospital beds, performance year
  - ○ Full-time equivalent enrollment, performance year (annualized FTE)
  - ○ Full-time equivalent of employees, performance year (annualized FTE)
  - ○ Full-time equivalent of distance education students, performance year (annualized FTE)
- ☐ Gross floor area of building space, performance year (square feet/metres)

- □ Floor area of laboratory space, performance year (square feet/metres)

- □ Floor area of healthcare space, performance year (square feet/metres)

- □ Floor area of other energy intensive space, performance year (square feet/metres)

- □ Start date, performance year or 3-year period

- □ End date, performance year or 3-year period

- □ Scope 1 GHG emissions from stationary combustion, baseline year ($MtCO_2e$)

- □ Scope 1 GHG emissions from other sources (i.e. mobile combustion, process emissions, fugitive emissions), baseline year ($MtCO_2e$)

- □ Scope 2 GHG emissions from purchased electricity, baseline year ($MtCO_2e$)

- □ Scope 2 GHG emissions from other sources (i.e. purchased heating, cooling and steam), baseline year ($MtCO_2e$)

- □ Figures needed to determine total carbon offsets, baseline year:

  - o Institution-catalyzed carbon offsets generated, baseline year ($MtCO_2e$)

  - o Carbon sequestration due to land that the institution manages specifically for sequestration, baseline year ($MtCO_2e$)

  - o Carbon storage from on-site composting, baseline year ($MtCO_2e$)

  - o Third-party verified carbon offsets purchased, baseline year ($MtCO_2e$)

  - o Carbon offsets from third-party verified Renewable Energy Certificates (RECs) purchased, baseline year ($MtCO_2e$)

- □ Figures needed to determine "Weighted Campus Users" during the baseline year:

  - o Number of residential students, baseline year (annualized headcount)

  - o Number of residential employees, baseline year (annualized headcount)

  - o Number of in-patient hospital beds, baseline year

  - o Full-time equivalent enrollment, baseline year (annualized FTE)

  - o Full-time equivalent of employees, baseline year (annualized FTE)

  - o Full-time equivalent of distance education students, baseline year (annualized FTE)

- □ Start date, baseline year or 3-year period

- □ End date, baseline year or 3-year period

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution's GHG emissions inventory has been verified:
- [ ] A brief description of the internal and/or external verification process

Required if the institution is reporting institution-catalyzed carbon offsets, performance year:
- [ ] A brief description of the local offsets program(s)

Required if the institution is reporting carbon sequestration, performance year:
- [ ] A brief description of the carbon sequestration program and reporting protocol used

Required if the institution is reporting carbon storage from on-site composting, performance year:
- [ ] A brief description of the composting and carbon storage program

Required if the institution is reporting purchased carbon offsets, performance year:
- [ ] A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes

Required if the institution is reporting purchased RECs, performance year:
- [ ] A brief description of the purchased RECs, including third party verifier(s) and contract timeframes

Required if end date of the baseline year/period is 2004 or earlier:
- [ ] A brief description of when and why the GHG emissions baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations)

Required if the institution's GHG emissions inventory includes Scope 3 GHG emissions:

- [ ] Scope 3 GHG emissions from:
  - o Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties) ($MtCO_2e$)
  - o Commuting (regular commuting to and from the institution by students and employees) ($MtCO_2e$)
  - o Purchased goods and services (e.g. food, paper, office supplies, furniture, computers, telephones, travel services, outsourced administrative functions, consulting services, and janitorial and landscaping services) ($MtCO_2e$)
  - o Capital goods (construction materials, buildings, facilities, equipment, machinery, and vehicles) ($MtCO_2e$)
  - o Fuel- and energy-related activities not included in Scope 1 or Scope 2 (transmission and distribution losses from purchased electricity, upstream emissions of purchased fuels and electricity) ($MtCO_2e$)
  - o Waste generated in operations (disposal/treatment of solid waste and wastewater in facilities owned or operated by third parties) ($MtCO_2e$)

  ○ Other categories (please specify, e.g. partial reporting of the categories outlined above, leased assets, investments, upstream transportation and distribution of purchased goods) (MtCO$_2$e)

Optional

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

  ▢ The website URL where the GHG emissions inventory is posted (e.g. the American College & University Presidents' Climate Commitment reporting site)

  ▢ Notes about the submission

F. Measurement

Timeframe

Performance Year

Report the most recent data available from the three years prior to the anticipated date of submission. Institutions may use the most recent single year for which data is available or an average from throughout the period. Institutions may choose the annual start and end dates that work best with the data they have (e.g. fiscal or calendar year), as long as data are reported from a consecutive 12-month (or 3-year) period.

Report building space and annualized population figures from the same time period as that from which GHG emissions data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the emissions performance period). Institutions may report building space using an average from throughout the period or a snapshot at a single representative point during the period.

Baseline Year

Report data from the baseline year, which may be:
- Any year from 2005 to the present
- A baseline year, 1990 to 2004, that the institution has adopted as part of its sustainability plans or policies or in the context of other reporting obligations

Recommended best practices for defining a baseline include:
- Using the average of three consecutive years to reduce the impact of outliers
- Using the same baseline year for multiple credits to reduce reporting requirements. For example, institutions using 2005 for all STARS credits that are baseline-based would only have to calculate baseline weighted campus user data once.
- Ensuring that baseline and performance year data are valid and reliable (e.g. that the data were gathered in the same manner)

Institutions without valid and reliable historical data should use performance year data for both the baseline and performance year. Following this approach, an institution would not be able to claim points during its first STARS submission, but would be able to use its newly established baseline for subsequent submissions.

Institutions may choose the start and end dates that work best with the data they have (e.g. fiscal or calendar year), as long as data are reported from a consecutive 12-month (or 3-year) period.

Report building space and annualized population figures from the same period as that from which GHG emissions data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the emissions baseline period). Institutions may report building space using an average from throughout the period or a snapshot at a single representative point during the period.

Sampling and Data Standards
To conduct a GHG emissions inventory, campuses may use Clean Air-Cool Planet's Campus Carbon Calculator or Carbon Management and Analysis Platform (CarbonMAP), or any methodology and/or calculator that is consistent with the World Resources Institute (WRI) Greenhouse Gas Protocol Corporate Standard and/or the Scope 3 calculation guidance provided by WRI.

An institution that includes Scope 3 emissions for some but not all of the activities included in each category should report those emissions under "Scope 3 emissions from other categories". For example, an institution that includes Scope 3 emissions from its paper purchases, but not from other purchased goods and services, should report that data under "Scope 3 emissions from other categories" rather than "Scope 3 emissions from purchased goods and services".

Institutions may use any commonly accepted forest sector protocol to report carbon sequestration, for example Climate Action Reserve's Forest Project Protocol, the Canadian Council of Forest Ministers' Framework for Forest Management Offset Protocols, or the Compliance Offset Protocols (COP) adopted by the California Air Resources Board (CARB). On and off-campus projects may be counted.

OP 2: Outdoor Air Quality

1 point available

A. Credit Rationale

This credit recognizes institutions that are working to protect ecosystems and human health by minimizing atmospheric pollution and protecting outdoor air quality. Conducting an inventory of air emissions is helpful in determining compliance with international conventions and national regulations, identifying significant emissions, and acting to minimize those emissions.

B. Criteria

Part 1

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

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

Part 2

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently.

Part 1

Institutions earn the maximum of 0.5 points available for Part 1 of this credit for having policies or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Partial points are not available for Part 1 of this credit.

Part 2

Institutions earn the maximum of 0.5 points available for Part 2 of this credit by having completed an inventory of significant air emissions from stationary campus sources. Partial points are not available for Part 2 of this credit.

E. Reporting Fields

Required

- □ An indication of whether the institution has policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources

- □ An indication of whether the institution has completed an inventory of significant air emissions from stationary campus sources

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional

Required if the institution is reporting outdoor air quality policies or guidelines:

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

Required if the institution has completed an inventory of significant air emissions from stationary campus sources:

- □ Weight of emissions (short tons/tonnes) for:
  - ○ Nitrogen oxides (NO_x)
  - ○ Sulfur Oxides (SO_x)
  - ○ Carbon monoxide (CO)
  - ○ Particulate matter (PM)
  - ○ Ozone (O^3)
  - ○ Lead (Pb)
  - ○ Hazardous air pollutants (HAPs)
  - ○ Ozone-depleting compounds (ODCs)
  - ○ Other standard categories of air emissions identified in permits and/or regulations (please specify)

- □ A brief description of the methodology(ies) the institution used to complete its air emissions inventory

Optional

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

- □ Notes about the submission

F. Measurement

Timeframe

Part 1

Report on current programs, policies and practices

Part 2

Report inventories of annual emissions completed or updated within the three years prior to the anticipated date of submission.

Sampling and Data Standards

Part 1

Not applicable

Part 2

To the extent possible, report all significant air emissions generated by stationary sources within the institutional boundary when reporting for this credit. There are a number of methodologies for measuring air emissions, including direct measurement, calculation based on site-specific data and/or published criteria, and estimation (see for example, U.S. EPA document AP-42 and emissions inventory tools). If data for all sources and/or an entire year are not available, institutions may use representative samples.

Buildings

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

Credits		Points Available: 8
OP 3	Building Operations and Maintenance*	4
OP 4	Building Design and Construction*	3
OP 5	Indoor Air Quality	1

* credit does not apply to all institutions

Optional Reporting Field
- ☐ A brief text summary of the institution's activities relevant to this subcategory

OP 3: Building Operations and Maintenance

4 points available

A. Credit Rationale

This credit recognizes institutions that operate and maintain their buildings in ways that protect the health of building occupants and the environment. An institution's existing building stock is typically the largest source of campus energy consumption and greenhouse gas emissions. By adopting and following a sustainable operations and maintenance framework, institutions can conserve energy and water, minimize impacts on the surrounding site, reduce waste and water consumption, promote indoor environmental quality, and support markets for environmentally preferable materials while providing healthy and productive work, learning, and living spaces. While other credits also capture many of the impacts of green buildings (e.g. on campus energy consumption and water use), this credit specifically recognizes institutions that have comprehensive sustainable operations and maintenance programs and that pursue third party certification for those programs.

B. Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

C. Applicability

This credit applies to all institutions that have any building space that is eligible for certification under a green building rating system for existing buildings. [See "Eligible Building Space (Operations and Maintenance)" in *Standards and Terms*]

D. Scoring

Institutions earn the maximum of 4 points available for this credit by having all eligible building space certified at the highest achievable level under a rating system for existing buildings used by an Established Green Building Council (GBC) in the institution's locality, e.g. LEED for Existing Buildings: O&M, certification level Platinum. Incremental points are awarded based on the percentage of building space that is certified at each level and/or maintained in accordance with sustainable operations and maintenance policies (see table below). For example, an institution that had 100 percent of its eligible building space certified at the minimum level would earn 2 points for this credit, while an institution that had 50 percent of its eligible building space certified at the minimum level would earn 1 point.

Institutions earn points as calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool							
Operations and Maintenance Level	**Point Value Per Level**	*Multiply*	**Floor Area of Building Space Certified at Each Level**	*Divide*	**Total Floor Area of Eligible Building Space**	*Equals*	**Points**
Not certified but follows guidelines or policies	1.5	×	_____	÷	_____	=	
Certified at any level under a non-GBC rating system	2		_____				
3-Tier GBC Rating System (e.g. DGNB)							
Certified at Minimum Level	2	×	_____	÷	_____	=	
Certified at Mid-Level	3		_____				
Certified at Highest Achievable Level	4		_____				
4-Tier GBC Rating System (e.g. LEED)							
Certified at Minimum Level	2	×	_____	÷	_____	=	
Certified at 3rd Highest Level (e.g. LEED Silver)	2.5		_____				
Certified at 2nd Highest Level (e.g. LEED Gold)	3		_____				
Certified at Highest Achievable Level (e.g. LEED Platinum)	4		_____				
5-Tier GBC Rating System (e.g. BREEAM, CASBEE)							
Certified at Minimum Level	2	×	_____	÷	_____	=	
Certified at 4th Highest Level	2.25		_____				
Certified at Mid-Level	2.5		_____				
Certified at 2nd Highest Level	3		_____				
Certified at Highest Achievable Level	4		_____				
Total points							

Scoring Example: Buildings Operations & Maintenance

Example University owns and operates the following 5 buildings:

1) 5,000 ft^2 building that is neither certified nor maintained in accordance with a sustainable building operation and maintenance policy
2) 10,000 ft^2 building that is neither certified nor maintained in accordance with a sustainable building operation and maintenance policy
3) 5,000 ft^2 building that is maintained in accordance with a formal sustainable building operation and maintenance policy but not certified
4) 20,000 ft^2 building that is certified under LEED for Existing Buildings: O&M, certification level Silver
5) 10,000 ft^2 building that is certified under LEED for Existing Buildings: O&M, certification level Platinum

Total Building Space = 5,000 ft^2 + 10,000 ft^2 + 5,000 ft^2 + 20,000 ft^2 + 10,000 ft^2 = **50,000** ft^2

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines but not certified = **5,000** ft^2

Building space that is certified LEED Silver = **20,000** ft^2

Building space that is certified LEED Platinum = **10,000** ft^2

Level	Point Value Per Level	Multiply	Floor Area of Building Space Certified at Each Level	Divide	Total Floor Area of Eligible Building Space	Equals	Points
Not certified but follows guidelines or policies	1.5		5,000				0.15
LEED for Existing Buildings: O&M Certified	2		0				0
LEED for Existing Buildings: O&M Silver	2.5	×	20,000	÷	50,000	=	1
LEED for Existing Buildings: O&M Gold	3		0				0
LEED for Existing Buildings: O&M Platinum	4		10,000				0.8
Total points						→	**1.95**

E. Reporting Fields

Required

☐ An indication of whether the institution has any building space certified under the following green building rating systems for existing buildings:

- o LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)

- o The DGNB system, Green Star Performance, or another 3-tier GBC rating system

- o BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system

- o Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)

☐ Total floor area of eligible building space (operations and maintenance) (square feet/square metres)

☐ Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but not certified (square feet/square metres)

☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting any certified building space:

☐ Floor area of building space that is certified at each level under a green building rating system for existing buildings used by an Established Green Building Council (square feet/square metres)

☐ Floor area of building space that is certified under a non-GBC rating system for existing buildings (square feet/square metres)

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

Required if the institution is reporting building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies, but not certified:

☐ A copy of the guidelines or policies (text or PDF upload)

☐ The date the guidelines or policies were formally adopted

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

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

Optional

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

- □ Notes about the submission

F. Measurement

Timeframe
Report on the current certification status of buildings at the time of STARS submission.

Buildings for which certification has lapsed should not be counted as certified space. Likewise, buildings for which certification is pending should not be counted as certified space; these buildings may be excluded from the calculations for this credit for up to 2 years following registration with LEED or another rating system. Finally, buildings that have been certified under a rating system that focuses on design and construction (e.g. LEED for New Construction and Major Renovations, LEED for Core & Shell, LEED for Commercial Interiors) may be excluded from the calculations for this credit for up to 5 years following the date of certification. These buildings should not be counted for this credit unless they have been certified under a green building rating system for existing buildings.

Sampling and Data Standards
Include all eligible building space (operations and maintenance) as defined in *Standards and Terms* that is part of the institution's overall STARS institutional boundary when reporting for this credit. Reporting on a sample or subset of eligible building space is not allowed for this credit.

An institution may use any standard definition of floor area (e.g. ASHRAE, ANSI/BOMA, IECC), as long as it uses the same definition for both the total floor area of eligible building space and the floor area of building space that is certified and/or sustainably operated and maintained.

OP 4: Building Design and Construction

3 points available

A. Credit Rationale

This credit recognizes institutions that have incorporated environmental features into their design and construction projects. Decisions made during the design phase, such as where to locate the building and how it is oriented, can yield significant energy savings and reduce impacts on the site. By designing and building for enhanced indoor environmental quality (IEQ), institutions can ensure their buildings provide safe, healthy, and productive spaces for the campus community. While other credits also capture many of the impacts of green buildings (e.g. on campus energy consumption and water use), this credit recognizes institutions that have comprehensive green construction and renovation programs and that pursue third party certification of new campus buildings.

B. Criteria

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

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

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

   And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:
   - Impacts on the surrounding site
   - Energy consumption
   - Building-level energy metering
   - Usage of environmentally preferable materials
   - Indoor environmental quality
   - Water consumption
   - Building-level water metering

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

C. Applicability

This credit applies to institutions that have any building space that is eligible for certification under a green building rating system for new construction and for which construction or major renovation was completed during the previous 5 years. [See "Eligible Building Space (Design and Construction") in *Standards and Terms.*]

D. Scoring

Institutions earn the maximum of 3 points for this credit by having all eligible building space completed during the previous five years certified at the highest achievable level under a green building rating system for new construction and major renovations used by an Established Green Building Council (GBC) (e.g. LEED for Existing Buildings: O&M, certification level Platinum) and/or certified Living under the Living Building Challenge. Incremental points are awarded based on the percentage of eligible building space that is certified at various levels and/or designed and constructed in accordance with green building policies or guidelines. For example, an institution that had 100 percent of its eligible building space certified at the minimum level would earn 1.5 points for this credit, while an institution that had 50 percent of its eligible building space certified at the minimum level would earn 0.75 points.

Institutions earn points as calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit

Points will be calculated automatically when data are entered in the STARS online Reporting Tool

Design and Construction Level	Point Value Per Level	*Multiply*	Floor Area of Building Space Certified at Each Level	*Divide*	Total Floor Area of Eligible Building Space	*Equals*	Points
Not certified but follows guidelines or policies	1.125		_____				
Certified at any level under a non-GBC rating system	1.5	×	_____	÷	_____	=	
Certified Living under the Living Building Challenge	3.5		_____				
3-Tier GBC Rating System (e.g. DGNB)							
Certified at Minimum Level	1.5		_____				
Certified at Mid-Level	2	×	_____	÷	_____	=	
Certified at Highest Achievable Level	3		_____				
4-Tier GBC Rating System (e.g. LEED)							
Certified at Minimum Level	1.5		_____				
Certified at 3rd Highest Level (e.g. LEED Silver)	1.875		_____				
Certified at 2nd Highest Level (e.g. LEED Gold)	2.25	×	_____	÷	_____	=	
Certified at Highest Achievable Level (e.g. LEED Platinum)	3		_____				
5-Tier GBC Rating System (e.g. BREEAM, CASBEE)							
Certified at Minimum Level	1.5		_____				
Certified at 4th Highest Level	1.75		_____				
Certified at Mid-Level	2	×	_____	÷	_____	=	
Certified at 2nd Highest Level	2.25		_____				
Certified at Highest Achievable Level	3		_____				
Total points			⟶				(up to 3 available)

Scoring Example: Building Design and Construction

Example Community College has completed construction on the following four buildings in the past three years:

1) A 500 m^2 building that was not designed and built in accordance with formal green building policies or guidelines nor certified under a green building rating system
2) A 1,000 m^2 building that was designed and built in accordance with formal green building policies or guidelines, but not certified
3) A 500 m^2 building that is certified under LEED for New Construction and Major Renovations, certification level Silver
4) A 2,000 m^2 building that is certified under LEED for New Construction and Major Renovations, certification level Platinum

Total Eligible Building Space = 500 m^2 + 1,000 m^2 + 500 m^2 + 2,000 m^2 = **4,000** m^2

Building space that was designed and built in accordance with formal sustainable building operations and maintenance guidelines but not certified = **1,000** m^2

Building space that is certified LEED Silver = **500** m^2

Building space that is certified LEED Platinum = **2,000** m^2

Design and Construction Level	Point Value Per Level	Multiply	Floor Area of Building Space Certified at Each Level	Divide	Total Floor Area of Eligible Building Space	Equals	Points
Not certified but follows guidelines or policies	1.125		1,000				0.28
LEED Certified	1.5		0				0
LEED Silver	1.875	×	500	÷	4,000	=	0.234
LEED Gold	2.25		0				0
LEED Platinum	3		2,000				1.5
Certified Living	3.5		0				0
Total points							**2.01**

E. Reporting Fields

Required

□ An indication of whether the institution has any building space certified under the following green building rating systems for new construction and major renovations:

  o LEED or another 4-tier rating system used by an Established Green Building Council (GBC)

  o The DGNB system, Green Star, or another 3-tier GBC rating system

  o BREEAM, CASBEE, or another 5-tier GBC rating system

  o The Living Building Challenge

  o Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)

□ Total floor area of eligible building space (design and construction) (square feet/metres)

□ Floor area of building space designed and constructed in accordance with formally adopted green building policies or guidelines, but not certified (square feet/metres)

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting certified buildings:

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

□ Floor area of building space certified at each level under a rating system used by an Established Green Building Council (GBC) (square feet/metres)

□ Floor area of building space certified Living under the Living Building Challenge (square feet/metres)

□ Floor area of building space certified under a non-GBC rating system for new construction and major renovations (square feet/metres)

Required if the institution is reporting building space constructed under green building guidelines or policies:

□ A copy of the guidelines or policies (text or PDF upload)

□ The date the guidelines or policies were adopted

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

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

Optional

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

◻ Notes about the submission

F. Measurement

Timeframe

Report on the current certification status of buildings at the time of STARS submission. Buildings for which certification is pending should not be counted as certified space, and these buildings may be excluded from the institution's profile for up to 2 years following registration with a rating system.

This credit focuses on buildings for which construction was completed within the five years prior to the anticipated date of submission.

Sampling and Data Standards

Include all buildings that meet the criteria for eligible building space (design and construction) as defined in *Standards and Terms*; reporting on a sample or subset of buildings is not allowed.

An institution may use any standard definition of floor area (e.g. ASHRAE, ANSI/BOMA, IECC), as long as it uses the same definition for both the total floor area of eligible building space and the floor area of building space that is certified and/or sustainably designed and constructed.

OP 5: Indoor Air Quality

1 point available

A. Credit Rationale

This credit recognizes institutions that are working to protect the human health of building occupants by monitoring and protecting indoor air quality. Institutions can promote productivity in the workplace and classroom by improving ventilation and managing exposure to indoor pollutants. This creates safe learning, living, and work environments and reduces illnesses for students and staff alike.

B. Criteria

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

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn the maximum of 1 point available for this credit when all buildings are covered by an indoor air quality management program that meets the criteria outlined above (or if there is an institution-wide program). Incremental points are available based on the percentage of gross floor area of building space that meets the criteria. For example, if an institution had 50 percent of its floor area of building space covered by an IAQ program, it would earn 0.5 points (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool						
Factor	*Multiply*	**Floor Area of Building Space Covered by an IAQ Program**	*Divide*	**Gross Floor Area of Building Space**	*Equals*	**Total Points Earned**
1	×	_____	÷	_____	=	

E. Reporting Fields

Required

- ☐ Floor area of building space covered by an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints (square feet/metres)

- ☐ Gross floor area of building space (square feet/metres)

- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting building space covered by an indoor air quality (IAQ) management program:

- ☐ A brief description of the institution's indoor air quality program(s) (including information about regular auditing or monitoring, mechanisms for occupants to register complaints, and action plans)

Optional

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

- ☐ Notes about the submission

F. Measurement

Timeframe

Report on current policies and plans and the most recent data available.

Sampling and Data Standards

Institutions may exclude unoccupied building space, provided it is excluded from both the gross floor area of building space and the floor area of building space covered by an IAQ program.

Dining Services

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

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

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

Credits		Points Available: 7
OP 6	Food and Beverage Purchasing*	4
OP 7	Low Impact Dining*	3

* credit does not apply to all institutions

Optional Reporting Field
- ☐ A brief text summary of the institution's activities relevant to this subcategory

OP 6: Food and Beverage Purchasing

4 points available

A. Credit Rationale

This credit recognizes institutions that are supporting sustainable food systems through their food and beverage purchases. Institutions can do this by prioritizing the purchase of sustainably produced food and beverage items. These actions reduce the social and environmental impacts of food production and help foster robust local economies and food security; improved conditions for farm workers; healthier animals, soils and streams; and secure livelihoods for farmers.

B. Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

- Third party verified to be ecologically sound, fair and/or humane
  And/or
- Local and community-based

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

Local community- based products:
- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey)
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Recognized third party standards and certifications for food and beverages are outlined in the following table. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Criteria	Recognized Standards and Certifications
Ecologically Sound	• Canada Organic Biologique certified • Certified Bird Friendly by the Smithsonian Migratory Bird Center (coffee) • Certified Local Sustainable (Local Food Plus) • Certified Organic by an IFOAM-endorsed standard • Demeter Certified Biodynamic • European Union (EU) organic logo • Food Alliance Certified • Marine Stewardship Council Blue Ecolabel • Monterey Bay Aquarium Seafood Watch "Best Choices" • Protected Harvest Certified • Rainforest Alliance Certified • USDA Certified Organic
Fair	• Ecocert Fair Trade (EFT) • Fair Food Standards Council (U.S. tomatoes) • Fair for Life and other IMO certifications • Fairtrade (Fairtrade International/FLO and its members, e.g. Fairtrade Canada and Fairtrade America) • Fair Trade (Fair Trade USA) • FairWild Certified • Food Justice Certified (Agricultural Justice Project) • Small Producers' Symbol (FUNDEPPO)
Humane	• AGA Grassfed (beef) • American Humane Certified • Animal Welfare Approved • Certified Humane Raised and Handled (Humane Animal Farm Care) • Global Animal Partnership Certified (Steps 3-5+ only)

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2
Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

C. Applicability

This credit applies to all institutions that have on-campus dining services operated by the institution or the institution's primary on-site contractor.

D. Scoring

Each part is scored independently.

Part 1

Institutions earn the maximum of 3 points available for Part 1 of this credit when a combined total of 75 percent or more of dining services food and beverage purchases are third party verified and/or sourced from local community-based producers. Incremental points are awarded based on the percentage of food and beverage expenditures devoted to third party verified and locally sourced products. For example, an institution with third party verified and locally sourced purchases that account for 50 percent of its total food and beverage expenditures would earn 2 points (⅔ of the points available for Part 1 of this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 1 of this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool				
Factor	*Multiply*	**Percentage of Dining Services Food and Beverage Expenditures That Are Third Party Verified and/or Local and Community-Based (0-100)**	*Equals*	**Total Points Earned for Part 1**
0.04	×	_____	=	(Up to 3 available)

Scoring Example: Food and Beverage Purchasing (Part 1)

Example College spent **$10 million** on food and beverages during the past year. Of those purchases, $0.6 million was spent on third party verified food and beverages. An additional $0.4 million was spent on local, community-based products that were not third party verified. Total expenditures on sustainable food and beverages = $0.6 million + $0.4 million = $1.0 million. Therefore, the percentage of food and beverages expenditures that are sustainable = $1.0 million ÷ $10.0 million = 10%.

Factor	Multiply	Percentage of Dining Services Food and Beverages Expenditures That Are Third Party Verified and/or Local and Community-Based (0-100)	Equals	Total Points Earned for Part 1
0.04	×	<u>10</u>	=	**0.4**

Part 2

An institution earns the maximum of 1 point available for Part 2 of this credit when 75 percent of the food and beverage purchases of on-site franchises, convenience stores, vending services, and concessions are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1). Incremental points are awarded based on the percentage of food and beverage expenditures devoted to third party verified and locally sourced products. For example, an institution with on-site franchises, convenience stores, vending services, and/or concessions for which 50 percent of total food and beverage purchases are third party verified and locally sourced would earn 0.67 points (⅔ of the points available for Part 2 this credit).

Enter values as indicated below to calculate points earned for Part 2 of this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool				
Factor	Multiply	**Percentage of On-Site Franchise, Convenience Store, Vending Services, and Concessions Food and Beverage Expenditures That Are Third Party Verified and/or Local and Community-Based (0-100)**	Equals	**Total Points Earned for Part 2**
0.0133	×	_____	=	(Up to 1 available)

E. Reporting Fields

Required

□ Percentage of dining services food and beverage expenditures that are third party verified and/or local and community-based (0-100)

□ An indication of whether the institution's on-site franchises, convenience stores, vending services, or concessions purchase food and beverages that are third party verified and/or locally sourced

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution's food and beverage purchases include products that are third party verified and/or local and community-based:

□ An inventory, list or sample of sustainable food and beverage purchases (text or upload)

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

□ A brief description of the methodology used to track/inventory sustainable food and beverage purchases

Required if the institution's on-site franchise, convenience store, vending machine, or concessions food and beverage purchases include products that are sustainably produced:

□ Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are third party verified and/or locally sourced (0-100)

□ An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced (text or upload)

Optional

□ An indication of whether the institution has achieved the following:

- Fair Trade Campus, College or University status

- Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)

- Marine Stewardship Council (MSC) certification

- Signatory of the Real Food Campus Commitment (U.S.)

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

□ Notes about the submission

F. Measurement

Timeframe
Report the most recent data available.

Sampling and Data Standards
Institutions may choose to track food and beverage purchases for a 12-month consecutive period or use representative samples. When using samples, institutions should accommodate seasonal and other variations in sustainable food and beverage availability and purchasing.

Institutions whose students are running the Real Food Calculator may elect to report products identified as "Real Food A" and/or "Real Food B" in lieu of the criteria outlined above.

OP 7: Low Impact Dining

3 points available

A. Credit Rationale

This credit recognizes institutions that minimize the purchase of conventionally produced animal products and that offer vegan options in their dining services operations. Conventionally produced animal products are the most significant contributor to the environmental impacts of food purchases, are often produced using inhumane methods, and have a higher per-calorie environmental intensity than products that are not animal-derived. Institutions can lessen these impacts by minimizing their purchase of animal-derived products and by purchasing more sustainably produced foods. Offering vegan options meets the needs of the diverse diets of community members. In addition, meat-based diets generally require more energy, land, and water resources and have a higher carbon footprint than plant-based diets, often making vegan options a more sustainable alternative.

B. Criteria

Part 1

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

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

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)
  Or
- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, [complete-protein vegan options](#) at all meals in at least one dining facility on campus
  And
- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions are excluded from this credit.

C. Applicability

This credit applies to all institutions that have on-campus dining services operated by the institution or the institution's primary on-site contractor.

D. Scoring

Each part is scored independently.

Part 1

Institutions earn the maximum of 2 points available for Part 1 of this credit by purchasing no conventionally produced animal products. Incremental points are available based on the percentage of dining services food purchases made up of conventionally produced animal products. For example, an institution for which conventional animal products comprise 15 percent of its total food purchases would earn 1 point (half of the points available for Part 2).

Points earned for Part 1 of this credit are calculated according to the formula below. STARS awards only positive points; points will not be deducted if purchases of conventionally produced animal products exceed 30 percent of the institution's total food purchases.

$$\text{Points Earned} = 2 \times \{ [(100 - A) - 70] / 30 \}$$

A =   Percentage of total dining services food purchases comprised of conventionally produced animal products (0-100)

Scoring Example: Low Impact Dining (Part 1)

Example College spent **$9 million** on food during the past year. Of those purchases, **$2.25 million** was spent on conventionally produced animal products. Therefore, the percentage of total dining services food purchases comprised of conventionally produced animal products = $2.25 million ÷ $9 million = **25 percent**.

A. Percentage of total dining services food purchases comprised of conventionally produced animal products = 25 percent

$$
\begin{aligned}
\text{Points Earned} &= 2 \times \{ [(100 - A) - 70] / 30 \} \\
&= 2 \times \{ [(100 - 25) - 70] / 30 \} \\
&= 2 \times \{ [75 - 70] / 30 \} \\
&= 2 \times \{ 5 / 30 \} \\
&= 2 \times .167 \\
&= \textbf{0.33} \text{ points}
\end{aligned}
$$

Part 2

Institutions earn the maximum of 1 point available for Part 2 of this credit by offering complete-protein vegan options and providing appropriate labels/signage at all meals and by ensuring that those options are accessible to all members of the campus community. Partial points are available based on whether or not the vegan options are accessible to all members of the campus community. For example, an institution that offers complete-protein vegan options and provides appropriate labels/signage at all meals in a dining facility that is accessible to some but not all members of the campus community would earn 0.5 points (half of the points available for Part 2).

E. Reporting Fields

Required

□ Percentage of total dining services food purchases comprised of conventionally produced animal products (beverage purchases are excluded) (0-100)

□ An indication of whether the institution offers complete-protein vegan options at all meals in at least one dining facility on campus

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional

Required if the institution is reporting offering vegan options:

□ An indication of whether the institution provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

□ An indication of whether the vegan options are accessible to all members of the campus community

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

Optional

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

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

□ Notes about the submission

F. Measurement

Timeframe
Part 1
Report the most recent data available.

Part 2
Report on current policies or programs.

Sampling and Data Standards
Beverage purchases are excluded from this credit. Institutions may choose to track food purchases for a 12-month consecutive period or use representative samples. When using samples, institutions should accommodate seasonal and other variations in sustainable food availability and purchasing.

Energy

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

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

Credits	Points Available: 10
OP 8 Building Energy Consumption	6
OP 9 Clean and Renewable Energy	4

Optional Reporting Field
- ☐ A brief text summary of the institution's activities relevant to this subcategory

OP 8: Building Energy Consumption

6 points available

A. Credit Rationale
This credit recognizes institutions that have reduced their building energy usage.

B. Criteria
Part 1

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

Part 2

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

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

C. Applicability
This credit applies to all institutions.

D. Scoring
Each part is scored independently. Points earned are calculated according to the formulas below. Please note that users do not have to calculate the number of points earned themselves; points will be calculated automatically when the data listed under *Section E: Reporting Fields* is entered in the online Reporting Tool.

Part 1

Institutions earn the maximum of 3 points available for Part 1 of this credit by reducing building energy consumption per gross square foot/metre of conditioned floor area by 50 percent compared to a baseline. Partial points are awarded based on the reduction achieved. For example, an institution that reduced building energy consumption per gross square foot/metre of conditioned floor area by 25 percent would earn 1.5 points (half of the points available for Part 1 of this credit).

Scoring for Part 1 is based on source energy, a figure that accounts for the energy used off-site to generate and transport grid-purchased electricity and district steam/hot water to the institution. For scoring purposes, grid-purchased electricity and district steam/hot water are converted to source energy through the use of an appropriate source-site ratio.

STARS calculates total building energy consumption (source energy) according to the following formula. Please note that users will not have to calculate this figure themselves; the result will be calculated automatically when data are entered into the online Reporting Tool.

$$\text{Total building energy consumption (source energy)} = [A - (B + D)] + (B \times C) + (D \times E)$$

A =   Total building energy consumption, all sources (MMBtu)

B =   Grid-purchased electricity for buildings (MMBtu)

C =   Source-site ratio for grid-purchased electricity (see *Section F. Measurement*)

D =   District steam/hot water for buildings (MMBtu)

E =   Source-site ratio for district steam/hot water (see *Section F. Measurement*)

Points earned for Part 1 of this credit are calculated according to the formula below. STARS awards only positive points; points will not be deducted if building energy consumption per gross square foot/metre of conditioned floor area increased rather than decreased during the time period.

$$\text{Points Earned} = 6 \times \{ \, [\, (A/B) - (C/D) \,] \, / \, (A/B) \, \}$$

A =   Total building energy consumption (source energy), baseline year (MMBtu)

B =   Conditioned floor area, baseline year (square feet/metres)

C=   Total building energy consumption (source energy), performance year (MMBtu)

D=   Conditioned floor area, performance year (square feet/metres)

Part 2
An institution earns the maximum of 3 points available for Part 2 when its annual building energy consumption is 90 percent or more below the minimum performance threshold of 28 Btu per square foot (2.6 Btu per square metre) per degree day.

Incremental points are awarded based on the institution's performance below the threshold. For example, an institution whose annual building energy consumption per square foot per degree day is 12.6 Btu (i.e. 45 percent below the 28 Btu threshold) would earn 1.5 points (half of the points available for Part 2).

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

Points earned for Part 2 of this credit are calculated according to the following formula:

$$\text{Points Earned} = 3\tfrac{1}{3} \times \{ [\, (A) - (B/C)/D \,] / A \}$$

A = Minimum performance threshold (in MMBtu per square foot/metre per degree day)

B = Total building energy consumption, performance year (Btu)

C = EUI-adjusted floor area, performance year (square feet/metres)

D = Total degree days, performance year (heating + cooling)

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Scoring Example: Building Energy Consumption

The following data describe Example University (U.S.):

Total building energy consumption (all sources), baseline year = 160,000 MMBtu

Grid-purchased electricity for buildings, baseline year = 100,000 MMBtu

District steam/hot water for buildings, baseline year = 0 MMBtu

Conditioned floor area, baseline year = 2,000,000 ft^2

Total building energy consumption (all sources), performance year =170,000 MMBtu

Grid-purchased electricity for buildings, performance year = 100,000 MMBtu

District steam/hot water for buildings, performance year = 0 MMBtu

Conditioned floor area, performance year = 2,500,000 ft^2

Total degree days (HDD + CDD), performance year = 6,000

Source-site ratio for grid-purchased electricity = 3.14

Source-site ratio for district steam/hot water = 1.20

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Scoring Example: Building Energy Consumption (Part 1)

Part 1

Source Energy

Total building energy consumption (source energy) = [A − (B + D)] + (B × C) + (D × E)

A = Total building energy consumption (MMBtu)
B = Grid-purchased electricity for buildings (MMBtu)
C = Source-site ratio for grid-purchased electricity
D =District steam/hot water for buildings (MMBtu)
E =Source-site ratio for district steam/hot water

Points Earned

A. Total building energy consumption, baseline year (source energy)= 374,000 MMBtu [(100,000 MMBtu grid-purchased electricity × 3.14) + 60,000 MMBtu from other sources]
B. Conditioned floor area, baseline year = 2,000,000 ft^2
C. Total building energy consumption, performance year (source energy) = 384,000 MMBtu [(100,000 MMBtu grid-purchased electricity × 3.14) + 70,000 MMBtu from other sources]
D. Conditioned floor area, performance year = 2,500,000 ft^2

Points Earned = 6 × { [(A/B) − (C/D)] / (A/B) }

= 6 × { [(374,000/2,000,000) − (384,000/2,500,000)] / (374,000/2,000,000)}

= 6 × [(0.187 − 0.1536) / 0.187]

= 6 × (0.0334 / 0.187)

= 6 × 0.1786

= **1.07** points

Scoring Example: Building Energy Consumption (Part 2)

Part 2

EUI-Adjusted Floor Area

    A. Conditioned floor area, performance year = 2,500,000 ft^2
    B. Floor area of laboratory space, performance year = 200,000 ft^2
    C. Floor area of healthcare space, performance year = 0
    D. Floor area of other energy intensive space, performance year = 100,000 ft^2

EUI-adjusted floor area = { A + [2 × (B + C)] + D }
                   = { 2,500,000 + [2 × (200,000 + 0)] + 100,000 }
                   = { 2,500,000 + [2 × (200,000)] + 100,000 }
                   = 2,500,000 + 400,000 + 100,000
                   = 3,000,000 ft^2

Points Earned

    A. Minimum performance threshold = 28 Btu per square foot per degree day (i.e. .000028 MMBtu)
    B. Total building energy consumption, performance year = 170,000 MMBtu
    C. EUI-adjusted floor area, performance year = 3,000,000 ft^2
    D. Total degree days (HDD + CDD), performance year = 6,000

Points Earned = 3⅓ × { [(A) – (B/C)/D] / A }
             = 3⅓ × { [(.000028) – (B/C)/D] / .000028 }
              = 3⅓ × { [(.000028) - (170,000/3,000,000) / 6,000] / (.000028) }
              = 3⅓ × { [.000028 – (.0567/6,000)] / .000028 }
              = 3⅓ × [(.000028 - .0000094) / .000028]
              = 3⅓ × (.0000186 / .000028)
           = **2.214** points

Total Points Earned = 1.07 + 2.214
                     = **3.28** points

E. Reporting Fields

Required

- ☐ Total building energy consumption (all sources), performance year (MMBtu)
- ☐ Grid-purchased electricity for buildings, performance year (MMBtu)
- ☐ District steam/hot water for buildings, performance year (MMBtu)
- ☐ Conditioned floor area, performance year (square feet/metres)
- ☐ Floor area of laboratory space, performance year (square feet/metres)
- ☐ Floor area of healthcare space, performance year (square feet/metres)
- ☐ Floor area of other energy intensive space, performance year (square feet/metres)
- ☐ Heating degree days, performance year (base 65 °F / 18 °C)
- ☐ Cooling degree days, performance year (base 65 °F / 18 °C)
- ☐ Source-site ratio for grid-purchased electricity
- ☐ Source-site ratio for district steam/hot water
- ☐ Start date, performance year or 3-year period
- ☐ End date, performance year or 3-year period
- ☐ Total building energy consumption (all sources), baseline year (MMBtu)
- ☐ Grid-purchased electricity for buildings, baseline year (MMBtu)
- ☐ District steam/hot water for buildings, baseline year (MMBtu)
- ☐ Conditioned floor area, baseline year (square feet/metres)
- ☐ Start date, baseline year or 3-year period
- ☐ End date, baseline year or 3-year period
- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if end date of the baseline year/period is 2004 or earlier:

- ☐ A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations)

Optional
- □ A brief description of any of the following energy conservation and efficiency technologies or strategies employed by the institution:
  - ○ Building temperature standards
  - ○ Light Emitting Diode (LED) lighting
  - ○ Occupancy and/or vacancy sensors
  - ○ Passive solar heating
  - ○ Ground-source heat pumps
  - ○ Co-generation
  - ○ Building recommissioning or retrofit program
  - ○ Energy metering and management systems
  - ○ Program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives
  - ○ Energy-efficient landscape design (e.g. the placement and selection of shade trees and wind breaks and the use of vegetation and reflective materials to reduce heat islands)
  - ○ Vending machine sensors, lightless machines, or LED-lit machines
  - ○ Other energy conservation and efficiency initiatives
- □ The website URL where information about the institution's energy conservation and efficiency initiatives is available
- □ Notes about the submission

F. Measurement

Timeframe

Performance Year
Report the most recent data available from the three years prior to the anticipated date of submission. Institutions may use the most recent single year for which data is available or an average from throughout the period. Institutions may choose the annual start and end dates that work best with the data they have (e.g. fiscal or calendar year), as long as data are reported from a consecutive 12-month (or 3-year) period.

Report degree day and building space figures from the same time period as that from which energy consumption data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the building energy consumption performance period). Institutions may use average building space from throughout the period or a snapshot at a single representative point during the period.

Baseline Year
Report data from the baseline year, which may be:
- Any year from 2005 to the present
- A baseline year, 1990 to 2004, that the institution has adopted as part of its sustainability plans or policies or in the context of other reporting obligations

Recommended best practices for defining a baseline include:
- Using the average of three consecutive years to reduce the impact of outliers.
- Using the same baseline year for multiple credits to reduce reporting requirements. For example, institutions using 2005 for all STARS credits that are baseline-based would only have to calculate baseline weighted campus user data once.
- Ensuring that baseline and performance year data are valid and reliable (e.g. that the data were gathered in the same manner)

Institutions without valid and reliable historical data should use performance year data for both the baseline and performance year. Following this approach, an institution would not be able to claim points during its first STARS submission, but would be able to use its newly established baseline for subsequent submissions.

Institutions may choose the start and end dates that work best with the data they have (e.g. fiscal or calendar year), as long as data are reported from a consecutive 12-month (or 3-year) period.

Report degree day and building space data from the same period as that from which energy consumption data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the building energy consumption baseline period). Institutions may use average building space from throughout the period or a snapshot at a single representative point during the period.

Sampling and Data Standards
Include all building energy consumption. Reporting on a sample or subset of buildings is not allowed for this credit.

In many contexts, building energy consumption will be a subset of total campus energy consumption, e.g. as reported in *OP 9: Clean and Renewable Energy*. Institutions that do not meter building energy consumption separately should report total campus energy consumption.

All *reported* energy consumption figures should be based on site energy (the amount of energy consumed by campus buildings) rather than source energy (the amount of energy consumed on campus plus the energy used off-site to generate and transport the energy to the institution). Source energy will be calculated automatically when the data listed under *Section E: Reporting Fields* is entered in the online Reporting Tool.

Consistent with [U.S. EPA](#)'s [Portfolio Manager](#) and available national standards, the following source-site ratios (i.e. primary energy factors) may be reported:

Energy Source	Canada	Europe	U.S. and elsewhere
Grid-purchased electricity	2.05	2.50	3.14
District steam/hot water	1.20	1.20	1.20

Institutions with more accurate national, regional or local ratios may report those figures in lieu of the above and should document the rationale for doing so in "Notes about the submission".

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:

Energy Unit	MMBtu Equivalent
1 kWh	0.003412
1 MWh	3.412
1 therm	0.1
1 kBtu	0.001
1 ton-hour	0.012
1 MJ	0.000948

Heating and cooling degree day data should use a base of 65 °F (18 °C) and be reported for the institution's main campus location. Degree day data may be downloaded from [DegreeDays.net](#) (global data), [Weather Data Depot](#) (U.S. data), [U.S. NOAA/National Weather Service](#) (U.S. data), or another official source of national or international weather data.

OP 9: Clean and Renewable Energy

4 points available

A. Credit Rationale
This credit recognizes institutions that support the development and use of energy from clean and renewable sources.

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

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

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

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

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

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

The following renewable systems are eligible for this credit:
- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
- Wind

Biofuels from the following sources are eligible:
- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

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

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

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 4 points for this credit by obtaining energy from clean and/or renewable sources (Options 1-3) and/or by purchasing RECs or green power from the electric utility (Option 4) equivalent to 100 percent of total campus energy consumption. Incremental points are awarded based on the amount of clean and renewable energy generated or purchased compared to total campus energy consumption. For example, an institution that obtained an amount of energy from clean and renewable sources equivalent to half of its total energy consumption would earn 2 points (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit							
Points will be calculated automatically when data are entered in the STARS online Reporting Tool							
Clean and Renewable Energy Option (see Criteria)	Factor	*Multiply*	Energy Generated or Purchased that Meets Criteria (MMBtu)	*Divide*	Total Energy Consumption (MMBtu)	*Equals*	Points Earned
Option 1	4	×	_____	÷	_____	=	
Option 2			_____				
Option 3			_____				
Option 4			_____				
Total points							

Scoring Example: Clean and Renewable Energy

Step 1: Gather Required Data

Example College uses electricity and natural gas. During the past year, the college consumed:

A. Total electricity: 1,000,000 kWh
B. Total natural gas: 10,000 therms

Example College generated or purchased the following during the past year.

C. Electricity from an on-site solar photovoltaic installation (Option 1): 250,000 kWh
D. Renewable Energy Certificates (Option 4): 300 MWh

Step 2: Convert Energy Figures into Common Units (MMBtu)

A. Total electricity consumed: 1,000,000 kWh × 0.003412 MMBtu/kWh = 3,412 MMBtu
B. Total natural gas consumed: 10,000 Therms × 0.1 MMBtu/Therm = 1,000 MMBtu
   o Total Energy Consumed = 3,412 + 1,000 = **4,412** MMBtu
C. Electricity from an on-site solar photovoltaic installation (Option 1):
   250,000 kWh × 0.003412 MMBtu/kWh = **853** MMBtu
D. Renewable Energy Certificates (Option 4):
   300 MWh × 3.412 MMBtu/MWh = **1,023** MMBtu

Step 3: Calculate Points Earned Using MMBtu

Clean and Renewable Energy Option (see Criteria)	Factor	Multiply	Energy Generated or Purchased that Meets Criteria (MMBtu)	Divide	Total Energy Consumption (MMBtu)	Equals	Points Earned
Option 1			853				0.77
Option 2	4	×	0	÷	4,412	=	0
Option 3			0				0
Option 4			1,023				0.93
Total points			→				**1.7**

E. Reporting Fields

Required

- □ 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 (MMBtu)

- □ Non-electric renewable energy generated on-site (MMBtu)

- □ 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 (MMBtu)

- □ Total third-party certified RECs and similar renewable energy products purchased during the performance year (MMBtu)

- □ Total energy consumption, performance year (MMBtu)

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional

Required if the institution generates clean and renewable electricity on-site (Option 1):

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

Required if the institution generates non-electric renewable energy on-site (Option 2):

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

Required if the institution uses clean and renewable electricity generated by off-site projects that it has catalyzed (Option 3):

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

Required if the institution purchases third-party certified RECs and/or similar renewable energy products (Option 4):

- □ A brief description of the RECs and/or similar renewable energy products, including contract timeframes

Optional

- □ The website URL where information about the institution's clean and renewable energy sources is available

- □ Notes about the submission

F. Measurement

Timeframe

Report the most recent data available. Institutions may choose the annual start and end dates that work best with the data they have (e.g. fiscal or calendar year), as long as data are reported from a consecutive 12-month period.

Sampling and Data Standards

Report all on-site, stationary energy that was consumed by the institution (as the institution defines in the overall STARS institutional boundary). Reporting on a sample or subset of energy generation and consumption is not allowed for 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:

Energy Unit	MMBtu Equivalent
1 kWh	0.003412
1 MWh	3.412
1 therm	0.1
1 kBtu	0.001
1 ton-hour	0.012
1 MJ	0.000948

Grounds

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

Credits		Points Available: 3-4
OP 10	Landscape Management*	2
OP 11	Biodiversity*	1-2

credit does not apply to all institutions

Optional Reporting Field
- ☐ A brief text summary of the institution's activities relevant to this subcategory

OP 10: Landscape Management

2 points available

A. Credit Rationale

This credit recognizes institutions that manage their grounds sustainably. Sustainable landscape management integrates economic, social, and ecological considerations to meet human needs and maintain healthy ecosystems.

B. Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

   And/or

3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table on the following page.

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

C. Applicability

This credit applies to all institutions with managed grounds comprising one or more percent of the total area of the campus.

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

D. Scoring

Institutions earn the maximum of 2 points available for this credit when 100 percent of campus grounds are managed organically, third party certified and/or formally protected. Incremental points are available based on the percentage of grounds managed in accordance with an IPM plan, managed in accordance with a sustainable landscape management program and/or organic/certified/protected.

Scoring for this credit is based on the total area of managed grounds (total campus area minus the footprint of the institution's buildings and the area of any undeveloped land that is not formally protected). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool							
Management Level	**Factor**	*Multiply*	**Area of Grounds Managed at Each Level**	*Divide*	**Total Area of Managed Grounds**	*Equals*	**Points Earned**
1) IPM Plan	1	×	_____	÷	_____	=	
2) Sustainable Landscape Management Program	1.5		_____				
3) Organic, Certified and/or Protected	2		_____				
Total Points		→					

Scoring Example: Landscape Management

The total campus area of Example University comprises 50 acres, all of which have been developed, and includes 10 acres dedicated to buildings. The remaining **40** acres of grounds are managed by three separate departments: Athletics, Housing, and Facilities Management. The Athletics department manages **5** acres of grounds using conventional landscape management techniques and does not follow an IPM plan or program. The Housing department, which manages **10** acres of grounds, follows an IPM plan. The Facilities Management department manages **24** acres following a formal sustainable landscape management program. Facilities Management also oversees a **1** acre campus garden that is managed without the use of any inorganic fertilizers or chemicals.

Management Level	Factor	Multiply	Area of Grounds Managed at Each Level	Divide	Total Area of Managed Grounds	Equals	Points Earned
1) IPM Plan	1		10				0.25
2) Sustainable Landscape Management Program	1.5	×	24	÷	40	=	0.9
3) Organic, Certified and/or Protected	2		1				0.05
Total Points							1.2

E. Reporting Fields

Required
- ☐ Total campus area (acres/hectares)
- ☐ Footprint of the institution's buildings (acres/hectares)
- ☐ Area of underdeveloped land, excluding any protected areas (acres/hectares)
- ☐ Area of grounds managed in accordance with an IPM plan (acres/hectares)
- ☐ Area of grounds managed in accordance with a sustainable landscape management program (acres/hectares)
- ☐ Area of grounds that is managed organically, third party certified and/or protected (acres/hectares)
- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is reporting land that is managed in accordance with an IPM plan and/or a sustainable landscape management program:
- ☐ The IPM plan (text or PDF upload)

Required if the institution is reporting land that is managed in accordance with a sustainable landscape management program and/or managed organically, third party certified and/or formally protected:
- ☐ A brief summary of the institution's approach to sustainable landscape management
- ☐ A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species
- ☐ A brief description of the institution's organic soils management practices
- ☐ A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management
- ☐ A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus
- ☐ A brief description of the institution's landscape materials management and waste minimization policies and practices (including composting and mulching on-site waste)

Optional
- ☐ A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable)
- ☐ A brief description of any certified and/or protected areas (if applicable)

☐ An indication of whether institution has been recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)

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

☐ Notes about the submission

F. Measurement

Timeframe
Report on current program(s) and practices.

Sampling and Data Standards
An institution may exclude experimental agricultural land, provided it is excluded from both the total campus area and the area of grounds managed sustainably.

OP 11: Biodiversity

1-2 points available

A. Credit Rationale
This credit recognizes institutions that have a biodiversity management strategy designed to identify vulnerable ecosystems and species on campus and prevent, manage, and/or remediate damage to natural habitats and sensitive areas. Identifying and protecting the integrity of natural ecosystems can enhance the surrounding environment and improve the quality of campus and community life.

B. Criteria
The institution conducts one or both of the following:
- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land
  And/or
- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

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

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

C. Applicability
This credit applies to all institutions that own or manage land.

D. Scoring
This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:
- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions. Please note that users do not have to calculate the number of points available themselves; points

available and points earned will be calculated automatically when the data listed under *Section E: Reporting Fields* is entered in the online Reporting Tool.

An institution earns the available points for conducting an assessment or assessments to identify endangered and vulnerable species and/or environmentally sensitive areas and for having plans or programs in place to protect or positively affect any species, habitats and/or environmentally sensitive areas identified. Partial points are not available for this credit.

E. Reporting Fields

Required

☐ An indication of whether the institution owns or manages land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance (e.g. IUCN Category I-VI, World Heritage, Ramsar, Natura 2000, Key Biodiversity Areas, Alliance for Zero Extinction sites, Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

☐ An indication of whether the institution has conducted an assessment or assessments to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or –managed land

☐ An indication of whether the institution has conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land

☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional

Required if the institution owns or manages land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, or regions of conservation importance:

☐ A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance

Required if the institution is reporting one or more biodiversity assessments:

☐ The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms

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

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

Optional

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

☐ Notes about the submission

F. Measurement

Timeframe

Report on current programs and the most recent assessment(s) completed. This credit included assessments completed or updated within the five years prior to the anticipated date of submission.

Sampling and Data Standards

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study.

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, institutions 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.

Credits		Points Available: 6
OP 12	Electronics Purchasing	1
OP 13	Cleaning Products Purchasing	1
OP 14	Office Paper Purchasing	1
OP 15	Inclusive and Local Purchasing	1
OP 16	Life Cycle Cost Analysis	1
OP 17	Guidelines for Business Partners	1

Optional Reporting Field
- □ A brief text summary of the institution's activities relevant to this subcategory

OP 12: Electronics Purchasing

1 point available

A. Credit Rationale
This credit recognizes institutions that are supporting markets for environmentally preferable computers and other electronic products.

B. Criteria
Part 1

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

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

Part 2

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

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

C. Applicability
This credit applies to all institutions.

D. Scoring
Each part is scored independently.

Part 1

Institutions earn the maximum of 0.25 points available for Part 1 of this credit for having an institution-wide stated preference to purchase EPEAT registered electronic products. Partial points are not available.

Part 2

Institutions earn the maximum of 0.75 points available for Part 2 of this credit for purchasing exclusively EPEAT Gold computers, televisions and imaging equipment. Incremental points are awarded based on the percentage of purchased products that are EPEAT registered at each level. For example, an institution that purchased 50 percent EPEAT Gold and 50 percent non-certified products would earn 0.375 points (half of the points available for Part 2). Points earned for Part 2 are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 2 of this credit
Points will be calculated automatically when data are entered in the STARS online Reporting Tool

EPEAT Registration Level	Point Value per Level	Multiply	Expenditures on EPEAT Registered Electronics	Divide	Total Expenditures on Electronics	Equals	Points
Bronze	0.25		_____				
Silver	0.5	×	_____	÷	_____	=	
Gold	0.75		_____				
Total points		⟶					

Scoring Example: Electronics Purchasing (Part 2)

Example College spent **$100,000** on computers, copiers and printers last year. Of that, **$50,000** was spent on EPEAT Gold products, **$25,000** was spent on EPEAT Silver products, and $25,000 was spent on products that were not EPEAT registered.

EPEAT Registration Level	Point Value per Level	Multiply	Expenditures on EPEAT Registered Electronics	Divide	Total Expenditures on Electronics	Equals	Points
Bronze	0.25		0				0
Silver	0.5	×	25,000	÷	100,000	=	0.125
Gold	0.75		50,000				0.375
Total points		⟶					**0.5**

E. Reporting Fields

Required

□ An indication of whether the institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products

□ An indication of whether the institution wishes to pursue Part 2 of this credit (expenditures on EPEAT computers)

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting an institution-wide stated preference to purchase electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronics:

□ A copy of the electronics purchasing policy, directive, or guidelines (text or PDF upload)

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

Required if the institution is pursuing Part 2 of this credit (expenditures on EPEAT computers)*:*

□ Expenditures on EPEAT Gold desktop and laptop computers, displays, thin clients, televisions, and imaging equipment (US/Canadian dollars)

□ Expenditures on EPEAT Silver desktop and laptop computers, displays, thin clients, televisions, and imaging equipment (US/Canadian dollars)

□ Expenditures on EPEAT Bronze desktop and laptop computers, displays, thin clients, televisions, and imaging equipment (US/Canadian dollars)

□ Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment (US/Canadian dollars)

Optional

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

□ Notes about the submission

F. Measurement

Timeframe

Part 1
Report on current policies, directives, or guidelines.

Part 2
Report the most recent data available.

Sampling and Data Standards

Part 1
Report on purchasing policies, directives, or guidelines that apply to the entire institution.

Part 2
Institutions may track purchases over a one-year time period or take a [representative sample](#) to determine the EPEAT level of electronic equipment purchases. When using a sample, institutions should strive to ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

OP 13: Cleaning Products Purchasing

1 point available

A. Credit Rationale

This credit recognizes institutions that purchase green cleaning and janitorial products. By switching to non-toxic cleaning products, institutions reduce exposure impacts for all building occupants and the environment, thereby promoting clean and healthy work, living, and learning spaces.

B. Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

Institutions outside the U.S. and Canada for whom Green Seal or UL Environment (EcoLogo) products are not widely available may also count products that have been certified to meet similar multi-criteria sustainability standards for cleaning and janitorial products.

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently.

Part 1

0.25 points are awarded for Part 1 for having an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal or UL Environment (EcoLogo) certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. Partial points are not available.

Part 2

Institutions earn the maximum of 0.75 points available for Part 2 by purchasing exclusively Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products. Incremental points are awarded based on the percentage of purchased products that are certified. For example, if 50 percent of cleaning product expenditures were on Green Seal certified products, an institution would earn 0.375 points (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 2 of this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool						
Factor	*Multiply*	**Expenditures on Certified Green Cleaning and Janitorial Products**	*Divide*	**Total Expenditures on Cleaning and Janitorial Products**	*Equals*	**Total Points Earned**
0.75	×	_____	÷	_____	=	

<table>
<tr><td colspan="7" align="center">**Scoring Example: Cleaning Products Purchasing (Part 2)**</td></tr>
<tr><td colspan="7">Example Community College spent **$1,000** on cleaning and janitorial products last year. Of that, **$850** was spent on Green Seal certified products.</td></tr>
<tr>
<td align="center">**Factor**</td>
<td align="center">*Multiply*</td>
<td align="center">**Expenditures on Certified Green Cleaning and Janitorial Products**</td>
<td align="center">*Divide*</td>
<td align="center">**Total Expenditures on Cleaning and Janitorial Products**</td>
<td align="center">*Equals*</td>
<td align="center">**Points Earned**</td>
</tr>
<tr>
<td align="center">0.75</td>
<td align="center">×</td>
<td align="center">850</td>
<td align="center">÷</td>
<td align="center">1,000</td>
<td align="center">=</td>
<td align="center">**0.64**</td>
</tr>
</table>

E. Reporting Fields

Required

- [ ] An indication of whether the institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal or UL Environment (EcoLogo) certified or meet similar multi-criteria sustainability standards for cleaning and janitorial products

- [ ] An indication of whether the institution wishes to pursue Part 2 of this credit (expenditures on cleaning products)

- [ ] An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal or UL Environment (EcoLogo) certified or meet similar multi-criteria sustainability standards for cleaning and janitorial products**:**

- [ ] The green cleaning product purchasing policy, directive, or guidelines (text or PDF upload)

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

Required if the institution is pursuing Part 2 of this credit (expenditures on cleaning products)**:**

- [ ] Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products (or local equivalents for institutions outside the U.S. and Canada) (US/Canadian dollars)

□ Total expenditures on cleaning and janitorial products (US/Canadian dollars) (May exclude expenditures on products for which no third party certified alternatives are available)

Optional

□ An indication of whether the main cleaning or housekeeping department(s) and/or contractor(s) have adopted a low-impact, ecological ("green") cleaning program certified by Green Seal's Environmental Standard for Commercial Cleaning Services (GS-42) and/or the International Sanitary Supply Association's (ISSA's) Cleaning Industry Management Standard for Green Buildings (CIMS-GB)

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

□ A copy of the sections of the cleaning contract(s) that reference certified green products (text or PDF upload)

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

□ Notes about the submission

F. Measurement

Timeframe

Part 1

Report on current policies, directives, or guidelines.

Part 2

Report the most recent data available.

Sampling and Data Standards

Part 1

Report on purchasing policies, directives, or guidelines that apply to the entire institution.

Part 2

Include purchases made by all major housekeeping or cleaning departments, including outsourced or contracted service providers. Expenditures on products for which no third party certified alternatives are available may be excluded.

Institutions may track purchases over a one-year time period or take a representative sample to determine the percentage of expenditures on cleaning products that are certified green. When using a sample, institutions should strive to ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

OP 14: Office Paper Purchasing

1 point available

A. Credit Rationale

This credit recognizes institutions that purchase recycled-content and third party certified office paper. By supporting markets for environmentally preferable paper, institutions contribute to conservation of water, energy, and virgin forest.

B. Criteria

Part 1

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

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

Part 2

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently.

Part 1

Institutions earn 0.25 points for Part 1 for having an institution-wide stated preference to purchase to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. Partial points are not available.

Part 2

Institutions earn the maximum of 0.75 points available for Part 2 of this credit by purchasing exclusively office paper that contains 90-100 percent post-consumer recycled and/or agricultural residue content and/or is FSC Recycled certified. Incremental points are awarded based on the percentage of office paper purchased with post-consumer recycled, agricultural residue, and/or FSC certified content. For example, if 50 percent of all office paper purchased by an institution was 90-100 percent post-consumer recycled content, the institution would earn 0.375 points (half of the points available for Part 2 of this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 2 of this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool							
Percentage of Post-Consumer Recycled, Agricultural Residue, and/or FSC Certified Content	**Point Value per Level**	*Multiply*	**Expenditures on Specified Level of Post-Consumer Recycled, Agricultural Residue, and/or FSC Certified Content Office Paper**	*Divide*	**Total Expenditures on Office Paper**	*Equals*	**Points**
10-29	0.15		_____				
30-49	0.3		_____				
50-69	0.45	×	_____	÷	_____	=	
70-89 (or FSC Mix label)	0.6		_____				
90-100 (or FSC Recycled label)	0.75		_____				
Total points			→————————————————→				

Scoring Example: Office Paper Purchasing (Part 2)

Example College purchased **$10,000** worth of office paper last year. Of that, **$5,000** was spent on 100 percent post-consumer recycled-content paper, **$2,500** was spent on 35 percent post-consumer recycled-content paper, and $2,500 was spent on non-recycled-content paper.

Percentage of Post-Consumer Recycled, Agricultural Residue, and/or FSC Certified Content	Point Value per Level	Multiply	Expenditures on Specified Level of Post-Consumer Recycled, Agricultural Residue, and/or FSC Certified Content Office Paper	Divide	Total Expenditures on Office Paper	Equals	Points
10-29	0.15		0				0
30-49	0.3		$2,500				0.075
50-69	0.45	×	0	÷	$10,000	=	0
70-89 (or FSC Mix label)	0.6		0				0
90-100 (or FSC Recycled label)	0.75		$5,000				0.375
Total points			→				**0.45**

E. Reporting Fields

Required

- [ ] An indication of whether the institution has an institution-wide stated preference to purchase to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper.

- [ ] An indication of whether the institution wishes to pursue Part 2 of this credit (expenditures on office paper)

- [ ] An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting an institution-wide stated preference to purchase to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper:

- [ ] A copy of the paper purchasing policy, directive or guidelines (text of PDF upload)

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

Required if the institution is pursuing Part 2 of this credit (expenditures on office paper):

- [ ] Total expenditures on office paper (US/Canadian dollars)

- [ ] Expenditures on 10-29 percent post-consumer recycled, agricultural residue, and/or FSC certified content office paper (US/Canadian dollars)

- [ ] Expenditures on 30-49 percent post-consumer recycled, agricultural residue, and/or FSC certified content office paper (US/Canadian dollars)

- [ ] Expenditures on 50-69 percent post-consumer recycled, agricultural residue, and/or FSC certified content office paper (US/Canadian dollars)

- [ ] Expenditures on 70-89 percent post-consumer recycled and/or agricultural residue content and/or FSC Mix label office paper (US/Canadian dollars)

- [ ] Expenditures on 90-100 percent post-consumer recycled and/or agricultural residue content and/or FSC Recycled label office paper (US/Canadian dollars)

Optional

- [ ] An indication of whether the institution uses Forest Stewardship Council (FSC) certified printing services for its publications (in-house and/or external)

- [ ] The URL where information about the paper purchasing policy, directive, or guidelines is available

- [ ] Notes about the submission

F. Measurement

Timeframe

Part 1
Report on current policies, directives, or guidelines.

Part 2
Report the most recent data available.

Sampling and Data Standards

Part 1
Report on purchasing policies, directives or guidelines that apply to the entire institution.

Part 2
Institutions may track purchases over a one-year time period or take a representative sample to determine the recycled content of office paper purchased. When using a sample, institutions should strive to ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

OP 15: Inclusive and Local Purchasing

1 point available

A. Credit Rationale

This credit recognizes institutions that support the triple bottom line of economic prosperity, environmental health, and social equity through their procurement activities. Institutions can contribute toward the development of just and resilient local economies by purchasing from disadvantaged businesses, social enterprises, and local community-based businesses.

B. Criteria

Part 1

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

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

Part 2

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

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Part 1

Institutions earn 0.25 points for having an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses. Partial points are not available.

Part 2

Institutions earn the maximum of 0.75 points available for this credit when purchases that meet at least one of the criteria outlined above comprise 25 percent of all purchases. Incremental points are awarded based on the percentage of expenditures that are from businesses meeting the criteria outlined above. For example, an institution that made 12.5 percent of its purchases from disadvantaged businesses would earn 0.375 points (half of the

points available for Part 2 of this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 2 of this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool				
Factor	*Multiply*	Percentage of Total Purchases from Disadvantaged Businesses, Social Enterprises and/or Local Community-Based Businesses (0-100)	*Equals*	Total Points Earned
0.03	×	_____	=	(up to 0.75 available)

E. Reporting Fields

Required

□ An indication of whether the institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses

□ An indication of whether the institution wishes to pursue Part 2 of this credit (inclusive and local expenditures)

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional

Required if the institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses:

□ A copy of the policy, guidelines or directive governing inclusive and local purchasing (text or PDF upload)

Required if the institution is pursuing Part 2 of this credit (inclusive and local expenditures):

□ The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses (0-100)

Optional

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

□ Notes about the submission

F. Measurement

Timeframe
Report the most recent data available.

Sampling and Data Standards
Report the percentage of total purchases, i.e. the institution's total controllable expenditures - those expenditures that can be controlled or restrained by the institution and its managers (e.g. supplies, equipment purchases, equipment rental and maintenance, printing, services, travel). Institutions may track purchases over a one-year time period or take a representative sample to determine the percentage of total purchases made. When using a sample, institutions should strive to ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

OP 16: Life Cycle Cost Analysis

1 point available

A. Credit Rationale

This credit recognizes institutions that employ Life Cycle Cost Analysis (LCCA), a process used to estimate an asset's total cost of ownership (TCO). The systematic use of LCCA in purchasing decisions reduces an institution's risk of incurring avoidable use-phase and disposal-phase liabilities, encourages an institution's investment in higher quality and more durable goods, and establishes whole systems thinking as a cultural norm in institutional resource planning.

B. Criteria

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

C. Applicability

This credit applies to all institutions

D. Scoring

Institutions earn the maximum of 1 point available for this credit by employing LCCA as a matter of policy and practice when evaluating energy- and water-using products and systems practice across the operations of the entire institution (i.e. all divisions). Partial points are available. For example, an institution that employs LCCA across some but not all of its divisions would earn 0.5 points (half of the points available for this credit).

E. Reporting Fields

Required

- ☐ An indication of whether the institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems

- ☐ An indication of whether the institution employs LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)

- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional

Required if the institution is reporting employing LCCA:

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

Optional

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

☐ Notes about the submission

F. Measurement

Timeframe

Report on current policies and practices.

Sampling and Data Standards

Not applicable

OP 17: Guidelines for Business Partners

1 point available

A. Credit Rationale

This credit recognizes institutions that have sustainability policies or guidelines for the vendors, contractors and franchisees with which they do business. Institutions that engage their business partners can help guide them toward sustainable practices and instill a culture of sustainability throughout campus.

B. Criteria

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

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

   And/or

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

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn the maximum of 1 point available for this credit when all of its business partners are covered by policies, guidelines and/or agreements that meet both of the criteria listed above. Partial points are available based on whether all, some or none of the institution's business partners are covered and whether the policies, guidelines and/or agreements meet one or both of the criteria. For example, an institution with guidelines that require some of its vendors, contractors, and franchisees to adhere to both minimum environmental standards and minimum standards governing employees would earn 0.5 points (half the points available for this credit). Points are earned according to the following table:

Policies, Guidelines and/or Agreements that Require Adherence to:	Vendors, Contractors and Franchisees Covered (Points Awarded)
1) Minimum Environmental Standards	All (0.5) Some (0.25) None (0)
2) Minimum Standards Governing Employees	All (0.5) Some (0.25) None (0)
Total Points Earned ————————▶	

E. Reporting Fields

Required

- □ An indication of whether all, some or none of institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards

- □ An indication of whether all, some or none of institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional
Required if the institution is reporting policies, guidelines and/or agreements with its business partners:

- □ A copy or representative sample of the policies, guidelines, and/or agreements (text or PDF upload)

Optional

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

- □ The website URL where information about the institution's guidelines for its business partners is available

- □ Notes about the submission

F. Measurement

Timeframe
Report on current policies and procedures.

Sampling and Data Standards
Not applicable

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credits		Points Available: 7
OP 18	Campus Fleet*	1
OP 19	Student Commute Modal Split*	2
OP 20	Employee Commute Modal Split	2
OP 21	Support for Sustainable Transportation	2

* credit does not apply to all institutions

Optional Reporting Field
□   A brief text summary of the institution's activities relevant to this subcategory

OP 18: Campus Fleet

1 point available

A. Credit Rationale

This credit recognizes institutions that use cleaner fuels and fuel efficient vehicles. Institutions can help shape markets by creating demand for and enhancing the visibility of more efficient vehicles and cleaner fuels that reduce greenhouse gas emissions and improve local air quality. While other credits address the climate impacts of fuel usage and the replacement of motorized vehicles with non-motorized vehicles, this credit recognizes the purchase and use of fuel efficient and alternative fueled vehicles.

B. Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:
   A. Gasoline-electric hybrid
   B. Diesel-electric hybrid
   C. Plug-in hybrid
   D. 100 percent electric
   E. Fueled with Compressed Natural Gas (CNG)
   F. Hydrogen fueled
   G. Fueled with B20 or higher biofuel for more than 4 months of the year
      And/or
   H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

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

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

C. Applicability

This credit applies to all institutions that have a motorized vehicle fleet.

D. Scoring

Institutions earn the maximum of 1 point available for this credit when all vehicles in their fleets are alternatively fueled and/or powered. Incremental points are awarded for using alternative fuels in some vehicles and/or having some alternatively powered vehicles. For example, an institution for which gasoline-electric hybrid vehicles comprise 50 percent of the total fleet would earn 0.5 points (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool						
Factor	*Multiply*	**Number of Vehicles that Meet a Criterion (A-H) for Power or Fuel Type**	*Divide*	**Total Number of Vehicles in Fleet**	*Equals*	**Total Points Earned**
1	×	_____	÷	_____	=	

Scoring Example: Campus Fleet

Example Community College has a motorized fleet of 100 vehicles. Of those vehicles:

- 10 are gasoline-electric hybrids (A)
- 5 are 100 percent electric (D)
- 30 are fueled with B20 biofuel year-round (G)

Number of vehicles that meet a criterion (A through I) = 10 + 5 + 30 = **45**

Factor	*Multiply*	**Number of Vehicles that Meet a Criterion (A-H) for Power or Fuel Type**	*Divide*	**Total Number of Vehicles in the Fleet**	*Equals*	**Total Points Earned**
1	×	45	÷	100	=	**0.45**

E. Reporting Fields

Required

- □ Total number of vehicles in the institution's fleet

- □ Number of gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet

- □ Number of diesel-electric, non-plug-in hybrid vehicles in the institution's fleet

- □ Number of plug-in hybrid vehicles in the institution's fleet

- □ Number of 100 percent electric vehicles in the institution's fleet

- □ Number of vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG)

- □ Number of hydrogen fueled vehicles in the institution's fleet

- □ Number of vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 4 months of the year

- □ Number of vehicles in the institution's fleet that are fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional

- □ A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet

- □ The website URL where information about the campus fleet is available

- □ Notes about the submission

F. Measurement

Timeframe
Report the most recent data available.

Sampling and Data Standards
Include all vehicles that are part of the institution's fleet. Reporting on a sample of vehicles is not allowed for this credit.

OP 19: Student Commute Modal Split

2 points available

A. Credit Rationale

This credit recognizes institutions where students use preferable modes of transportation to travel to and from the institution. Commute modal split is a common measure used to evaluate the sustainability performance of a transportation system. Using alternative modes of transportation helps reduce local air pollution and GHG emissions. Walking and biking offer health benefits as well.

B. Criteria

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

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

C. Applicability

This credit applies to all institutions where students attend the physical campus.

D. Scoring

Institutions earn the maximum of 2 points available for this credit by having all students use alternative modes of transportation for getting to and from campus. Incremental points are awarded based on the percentage of students that use alternative modes. For example, an institution for which 50 percent of students use alternative modes and the other 50 percent drive alone would earn 1 point (half of the available points for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool				
Factor	*Multiply*	**Total Percentage of Students Using More Sustainable Commuting Options (0-100)**	*Equals*	**Total Points Earned**
0.02	×	_____	=	

<div style="border: 1px solid; padding: 1em;">

Scoring Example: Student Commute Modal Split

Example University students have the following commuting composition:

- 30 percent live on campus (and, therefore, do not drive alone to commute)
- 15 percent walk, bike, or use non-motorized transportation
- 20 percent take campus shuttles or public transportation
- 5 percent carpool

Total percentage using alternatives to single-occupancy vehicle commuting = 30 + 15 + 20 + 5 = **70**

Factor	Multiply	Total Percentage of Students Using More Sustainable Commuting Options (0-100)	Equals	Total Points
0.02	×	70	=	**1.4**

</div>

E. Reporting Fields

Required

- Total percentage of students (graduate and undergraduate) that use more sustainable commuting options (0-100)

- An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional

- The percentage of the institution's students that:

  - Commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation (0-100)

  - Walk, bicycle, or use other non-motorized means as their primary method of transportation (please note that this may include on-campus residents) (0-100)

  - Vanpool or carpool as their primary method of transportation (0-100)

  - Take a campus shuttle or public transportation as their primary method of transportation (0-100)

- o Use a motorcycle, scooter or moped as their primary method of transportation (0-100)
- □ A brief description of the method(s) used to gather data about student commuting
- □ The website URL where information about sustainable transportation is available
- □ Notes about the submission

F. Measurement

Timeframe
Report the most recent data available during the three years prior to the anticipated date of submission.

Sampling and Data Standards
Institutions may use a representative sample to gather data about student commuting behavior. The South Coast Air Quality Management District in California provides guidelines on how to measure commuting behavior (pdf).

This credit is scored based on the percentage of students (graduate and undergraduate) using alternatives to single-occupancy vehicle commuting (i.e. more sustainable commuting options). Students who do not regularly attend the physical campus (i.e. distance education students) may be excluded. It is not required that the various transportation modes reported in the optional reporting fields total 100.

OP 20: Employee Commute Modal Split

2 points available

A. Credit Rationale

This credit recognizes institutions where employees use preferable modes of transportation to travel to and from the institution. Commute modal split is a common measure used to evaluate the sustainability performance of a transportation system. Using alternative modes of transportation reduces local air pollution and GHG emissions. Walking and biking offer health benefits as well.

B. Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn the maximum of 2 points for this credit by having all employees use alternative modes of transportation for getting to and from campus. Incremental points are awarded based on the percentage of employees that use alternative modes. For example, an institution for which 50 percent of employees use alternative modes and the other 50 percent drive alone would earn 1 point (half of the available points for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool				
Factor	*Multiply*	**Total Percentage of the Institution's Employees Using More Sustainable Commuting Options (0-100)**	*Equals*	**Total Points Earned**
0.02	×	_____	=	

Scoring Example: Employee Commute Modal Split

Example University employees have the following commuting composition:

- 10 percent walk, bike, or use non-motorized transportation
- 30 percent take campus shuttles or public transportation
- 15 percent carpool

Total percentage using alternatives to single-occupancy vehicle commuting = 10 + 30 + 15 = **55**

Factor	Multiply	Total Percentage of the Institution's Employees Using More Sustainable Commuting Options (0-100)	Equals	Total Points
0.02	×	55	=	1.1

E. Reporting Fields

Required

☐ Total percentage of the institution's employees that use more sustainable commuting options (0-100)

☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional

☐ The percentage of the institution's employees that:

- o Commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation (0-100)

- o Walk, bicycle, or use other non-motorized means as their primary method of transportation (please note that this may include on-campus residents) (0-100)

- o Vanpool or carpool as their primary method of transportation (0-100)

- o Take a campus shuttle or public transportation as their primary method of transportation (0-100)

- o   Use a motorcycle, scooter or moped as their primary method of transportation (0-100)

- o   Telecommute for 50 percent or more of their regular work hours (0-100)

□   A brief description of the method(s) used to gather data about employee commuting

□   The website URL where information about sustainable transportation is available

□   Notes about the submission

F. Measurement

Timeframe

Report the most recent data available within the three years prior to the anticipated date of submission.

Sampling and Data Standards

Institutions may use a representative sample to gather data about employee commuting behavior. The South Coast Air Quality Management District provides guidelines on how to measure commuting behavior (pdf).

This credit is scored based on the percentage of employees using alternatives to single-occupancy vehicle commuting (i.e. more sustainable commuting options). It is not required that the various transportation modes reported in the optional reporting fields total 100.

OP 21: Support for Sustainable Transportation

2 points available

A. Credit Rationale

This credit recognizes institutions that support active transportation and commuting alternatives for its students and employees. Encouraging more sustainable modes of transportation and offering programs to reduce commuting helps decrease local air pollution and greenhouse gas emissions.

B. Criteria

Part 1

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

Option A: Institution:

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

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

Part 2

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

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently.

Part 1

Institutions earn the maximum of 0.5 points for meeting all four of the criteria listed in Option A or for meeting the criteria in Option B. Partial points are available for uncertified institutions based on number of criteria met in Option A. For example, an institution that meets 2 of the criteria would earn 0.25 points (half of the points available for Part 1).

Part 2

Institutions earn 0.25 points for each initiative described above. Institutions with six or more of the initiatives listed earn the maximum of 1.5 points available for Part 2.

E. Reporting Fields

Required

☐ An indication of whether the institution encourages more sustainable modes of transportation and reduces the impact of commuting in the following ways:

  o Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters

  o Provides short-term bicycle parking within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)

  o Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

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

  o Is certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation

  o Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters

  o Offers a guaranteed return trip program to regular users of alternative modes of transportation

  o Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers

  o Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization

  o Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters

  o Offers a telecommuting program for employees as a matter of policy or as standard practice

  o Offers a condensed work week option for employees as a matter of policy or as standard practice

  o Has incentives or programs to encourage employees to live close to campus

  o Other strategies (please specify)

☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional

Required for each type of program or initiative that the institution is reporting:

- ☐ A brief description of the program or initiative

Required if the institution is certified as a Bicycle Friendly University or under a similar third party certification covering non-motorized transportation:

- ☐ A brief description of the certification, including date certified and level

Optional

- ☐ The website URL where information about the institution's sustainable transportation program(s) is available
- ☐ Notes about the submission

F. Measurement

Timeframe

Report on current programs, practices and plans.

Sampling and Data Standards

Not applicable

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials from the earth, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing the generation of waste 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. Source reduction and waste 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.

Credits		Points Available: 10
OP 22	Waste Minimization	5
OP 23	Waste Diversion	3
OP 24	Construction and Demolition Waste Diversion*	1
OP 25	Hazardous Waste Management	1

* credit does not apply to all institutions

Optional Reporting Field
- ☐ A brief text summary of the institution's activities relevant to this subcategory

OP 22: Waste Minimization

5 points available

A. Credit Rationale

This credit recognizes institutions that are minimizing their production of waste. While other credits recognize the benefits of recycling and composting, this credit acknowledges the importance of preventative measures. Decreasing the total amount of materials that are used and discarded offers significant environmental benefits.

B. Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

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

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently. Points earned are calculated according to the formulas below. Please note that users do not have to calculate the number of points earned themselves; points earned will be calculated automatically when the data listed under *Section E: Reporting Fields* is entered in the online Reporting Tool.

Part 1

Institutions earn maximum points of 2.5 points available for Part 1 by reducing their total waste generation by 50 percent or more compared to a baseline. Incremental points are awarded based on the percentage reduction achieved. For example, an institution that

reduced the total amount of waste generated by 25 percent would earn 1.25 points (half of the points available for Part 1).

STARS only awards positive points; points will not be deducted if the total amount of waste generated increases rather than decreases during the time period.

$$\text{Points Earned} = 5 \times \{ [(A/B) - (C/D)] / (A/B) \}$$

A =   Total waste generated (diverted + disposed), baseline year (short tons/tonnes)

B =   Weighted campus users, baseline year

C =   Total waste generated (diverted + disposed), performance year (short tons/tonnes)

D =   Weighted campus users, performance year

Part 2
An institution earns the maximum of 2.5 points available for Part 2 of this credit when its total annual waste generation per weighted campus user is 90 percent less than the minimum performance threshold of 0.45 short tons (0.41 tonnes). Incremental points are awarded based on the institution's performance between the threshold and the 90 percent target. For example, an institution that generates 0.25 tons of waste per weighted campus user (45 percent less than the threshold) would earn 1.25 points (half of the points available for Part 2).

$$\text{Points Earned} = 2.78 \times \{ [C - (A/B)] / C \}$$

A =   Total waste generated (diverted + disposed), performance year (short tons/tonnes)

B =   Weighted campus users, performance year

C=   Minimum performance threshold (0.45 short tons or 0.41 tonnes)

E. Reporting Fields

Required
- □ Materials recycled, performance year (short tons/tonnes)
- □ Materials composted, performance year (short tons/tonnes)
- □ Materials reused, donated or re-sold, performance year (short tons/tonnes)
- □ Materials disposed in a solid waste landfill or incinerator, performance year (short tons/tonnes)
- □ Figures needed to determine the number of "Weighted Campus Users" during the performance year:
    - o Number of residential students, performance year (annualized headcount)
    - o Number of residential employees, performance year (annualized headcount)
    - o Number of in-patient hospital beds, performance year

- o Full-time equivalent enrollment, performance year (annualized FTE)
- o Full-time equivalent of employees, performance year (annualized FTE)
- o Full-time equivalent of distance education students, performance year (annualized FTE)
- □ Start date, performance year or 3-year period
- □ End date, performance year or 3-year period
- □ Materials recycled, baseline year (short tons/tonnes)
- □ Materials composted, baseline year (short tons/tonnes)
- □ Materials reused, donated or re-sold, baseline year (short tons/tonnes)
- □ Materials disposed in a solid waste landfill or incinerator, baseline year (short tons/tonnes)
- □ Figures needed to determine the number of "Weighted Campus Users" during the baseline year:
  - o Number of residential students, baseline year (annualized headcount)
  - o Number of residential employees, baseline year (annualized headcount)
  - o Number of in-patient hospital beds, baseline year
  - o Full-time equivalent enrollment, baseline year (annualized FTE)
  - o Full-time equivalent of employees, baseline year (annualized FTE)
  - o Full-time equivalent of distance education students, baseline year (annualized FTE)
- □ Start date, baseline year or 3-year period
- □ End date, baseline year or 3-year period
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if end date of the baseline year/period is 2004 or earlier:

- □ A brief description of when and why the waste generation baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations)

Optional
- □ A brief description of any of the following materials management and waste minimization strategies employed by the institution:
  - o Waste audits (non-food)
  - o Institutional procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk)

- A surplus department or formal office supplies exchange program that facilitates reuse of materials

- Limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs)

- Making materials (e.g. course catalogs, course schedules, and directories) available online by default rather than printing them

- Program to reduce residence hall move-in/move-out waste

- Other (non-food) waste minimization strategies

□ A brief description of any of the following food waste minimization strategies that are employed by the institution:

- Food waste audits

- Programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage

- Programs and/or practices to track and reduce post-consumer food waste, e.g. by modifying menus/portions and/or implementing trayless dining (in which trays are removed from or not available in dining halls)

- Providing reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program)

- Utilizing reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program)

- Offering discounts to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations

- Other dining services waste minimization programs and initiatives

□ The website URL where information about the institution's waste minimization initiatives is available

□ Notes about the submission

Scoring Example: Waste Minimization

The following data describe Example University:

A. Waste Generation, Baseline Year:
- Tons of materials recycled = 1,000
- Tons of materials composted = 350
- Tons of materials reused, donated or re-sold = 0
- Tons of materials disposed as garbage = 650

Total Waste Generation = 1,000 + 350 + 650 = **2,000** tons

B. Weighted Campus Users, Baseline Year:
   a. Number of residential students = 2,000
   b. Number of residential employees = 0
   c. Number of in-patient hospital beds = 0
   d. Full-time equivalent enrollment = 2,500
   e. Full-time equivalent of employees = 750
   f. Full-time equivalent of distance education students = 0

Baseline Weighted Campus Users = (a + b + c) + 0.75 [(d - a) + (e - b) – f]

$$= (2,000 + 0 + 0) + 0.75 [(2,500 – 2,000) + (750 – 0) – (0)]$$
$$= 2,000 + 0.75 (500 + 750 – 0)$$
$$= 2,000 + 0.75 (1,250)$$
$$= \mathbf{2,937.5}$$

C. Waste Generation, Performance Year:
- Tons of materials recycled = 790
- Tons of materials composted = 350
- Tons of materials reused, donated or re-sold = 10
- Tons of materials disposed as garbage = 400

Total Waste Generation = 790 + 350 + 10 + 400 = **1,550** tons

D. Weighted Campus Users, Performance Year:
   a. Number of residential students = 2,500
   b. Number of residential employees = 50
   c. Number of in-patient hospital beds = 0
   d. Full-time equivalent enrollment = 3,000
   e. Full-time equivalent of employees = 800
   f. Full-time equivalent of distance education students = 0

Performance Year Weighted Campus Users = (a + b + c) + 0.75 [(d - a) + (e - b) – f]

$$= (2,500 + 50 + 0) + 0.75 [(3,000 – 2,500) + (800 – 50) – (0)]$$
$$= 2,550 + 0.75 (500 + 750 – 0)$$
$$= 2,550 + 0.75 (1,250)$$
$$= \mathbf{3,487.5}$$

Calculating Points Earned for Part 1
Points Earned = 5 × { [(A/B) - (C/D)] / (A/B) }
$$= 5 \times \{ [(2,000/2,937.5) - (1,550/3,487.5)] / (2,000/2,937.5) \}$$
$$= 5 \times \{ [0.681 – 0.444] / 0.681 \}$$
$$= 5 \times \{ 0.2366 / 0.6809 \}$$
$$= 5 \times 0.347$$
$$= \mathbf{1.74 \ points}$$

Calculating Points Earned for Part 2
Points Earned = 2.78 × { [0.45 - (C/D)] / 0.45 }
$$= 2.78 \times \{ [0.45 - (1,550/3,487.5)] / 0.45 \}$$
$$= 2.78 \times \{ [0.45 - 0.4444)] / 0.45 \}$$
$$= 2.78 \times \{ 0.006 / 0.45 \}$$
$$= 2.78 \times 0.0123$$
$$= \mathbf{0.034 \ points}$$

Total Points Earned = 1.74 + 0.034 = **1.77 points**

F. Measurement

Timeframe

Performance Year
Report the most recent data available from the three years prior to the anticipated date of submission. Institutions may use the most recent single year for which data is available or an average from throughout the period. Institutions may choose the annual start and end dates that work best with the data they have (e.g. fiscal or calendar year), as long as data are reported from a consecutive 12-month (or 3-year) period.

Report annualized population figures from the same time period as that from which waste generation data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the waste generation performance period).

Baseline Year
Report data from the baseline year, which may be:

- Any year from 2005 to the present
- A baseline year, 1990 to 2004, that the institution has adopted as part of its sustainability plans or policies or in the context of other reporting obligations

Recommended best practices for defining a baseline include:
- Using the average of three consecutive years to reduce the impact of outliers.
- Using the same baseline year for multiple credits to reduce reporting requirements. For example, institutions using 2005 for all STARS credits that are baseline-based would only have to calculate baseline weighted campus user data once.
- Ensuring that baseline and performance year data are valid and reliable (e.g. that the data were gathered in the same manner)

Institutions without valid and reliable historical data should use performance year data for both the baseline and performance year. Following this approach, an institution would not be able to claim points during its first STARS submission, but would be able to use its newly established baseline for subsequent submissions.

Institutions may choose the start and end dates that work best with the data they have (e.g. fiscal or calendar year), as long as data are reported from a consecutive 12-month (or 3-year) period. Report annualized population figures from the same period as that from which waste generation data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the waste generation baseline period).

Sampling and Data Standards

Waste figures measured in volume may be converted to weight using the conversion factors provided by the U.S. Environmental Protection Agency and the College and University Recycling Council (used for the U.S. RecycleMania competition) or the conversion factors provided by the United Nations Environment Programme (UNEP).

To the extent possible, include all waste (diverted + disposed) that was generated by the institution and the institution's primary on-site dining services contractor (if applicable) when reporting for this credit. Construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 25: Construction and Demolition Waste Diversion* and *OP 26: Hazardous Waste Management*, are excluded. Agricultural waste may be excluded, provided it is excluded from both the volume of materials diverted and the volume of materials disposed.

If data for the entire campus and/or entire year are not available, institutions may use a representative sample. When taking a sample, strive for consistency between the baseline and performance year.

OP 23: Waste Diversion

3 points available

A. Credit Rationale

This credit recognizes institutions that are diverting materials from landfills and incinerators and conserving resources by recycling and composting.

B. Criteria

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

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

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

C. Applicability

This credit applies to all institutions

D. Scoring

Institutions earn the maximum 3 points for this credit by diverting all waste from the landfill or incinerator. Incremental points are awarded based on the percentage of waste that is diverted. For example, an institution that diverts 50 percent of its waste would earn 1.5 points (half of the points available for this credit).

Enter values as indicated below to calculate points earned for this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool						
Factor	*Multiply*	**Materials Reused, Recycled, or Otherwise Diverted**	*Divide*	**Total Amount of Waste Generated (Diverted + Disposed)**	*Equals*	**Total Points Earned**
3	×	_____	÷	_____	=	

Scoring Example: Waste Diversion

Last year Example College:
- Recycled 500 tons of materials
- Composted 50 tons of materials
- Disposed of 450 tons of materials in a landfill

Materials recycled, donated or otherwise diverted = 500 + 50 = **550**
Total amount of waste generated = 550 + 450 = **1,000**

Factor	Multiply	Materials Reused, Recycled, or Otherwise Diverted	Divide	Total Amount of Waste Generated (Diverted + Disposed)	Equals	Total Points
3	×	550	÷	1,000	=	1.65

E. Reporting Fields

Required
- ☐ Materials diverted (recycled, composted, reused, donated, re-sold, or otherwise diverted from the landfill or incinerator) (short tons/metric tons)
- ☐ Materials disposed in a solid waste landfill or incinerator (short tons/metric tons)
- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional
- ☐ A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years
- ☐ A brief description of any food donation programs employed by the institution
- ☐ A brief description of any pre-consumer food waste composting program employed by the institution
- ☐ A brief description of any post-consumer food waste composting program employed by the institution
- ☐ An indication of which of the following materials the institution includes in its waste diversion efforts:

- o Paper, plastics, glass, metals, and other recyclable containers
- o Food – donations
- o Food – for animals
- o Food - compost
- o Cooking oil
- o Plant materials - compost
- o Animal bedding - compost
- o Batteries
- o Light bulbs
- o Toner/ink-jet cartridges
- o White goods (i.e. appliances)
- o Laboratory equipment
- o Furniture
- o Residence hall move-in/move-out waste
- o Scrap metal
- o Pallets
- o Motor oil
- o Tires
- o Other (please specify)
- □ Notes about the submission

F. Measurement

Timeframe
Report the most recent waste generation and diversion data available.

Sampling and Data Standards
Waste figures measured in volume may be converted to weight using the conversion factors provided by the U.S. Environmental Protection Agency and the College and University Recycling Council (used for the U.S. RecycleMania competition) or the conversion factors provided by the United Nations Environment Programme (UNEP).

To the extent possible, include all waste that was generated by the institution and/or the institution's primary on-site dining services contractor when reporting for this credit. Construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which is covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*, is excluded. If data for the entire campus and/or entire year are not available, institutions may use a representative sample.

OP 24: Construction and Demolition Waste Diversion

1 point available

A. Credit Rationale

This credit recognizes institutions that have diverted construction and demolition (C&D) wastes. Construction and demolition is a significant source of waste that falls outside of an institution's standard waste stream and may be handled by a separate contractor or waste hauler.

B. 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.

C. Applicability

This credit applies to all institutions that have conducted a major construction, renovation and/or demolition project in the three years prior to the anticipated date of submission.

D. Scoring

Institutions earn the maximum of 1 point available for this credit by diverting all of their non-hazardous construction and demolition waste from the landfill or incinerator in a one-year period. Incremental points are awarded based on the percentage of waste that is recovered. For example, an institution that diverts 50 percent of its construction and demolition waste would earn 0.5 points (half of the points available for this credit).

Enter values as indicated below to calculate points earned for this credit					
Points will be calculated automatically when data are entered in the STARS online Reporting Tool					
	C&D Waste Recycled, Donated or Otherwise Recovered	*Add*	**C&D Waste Landfilled or Incinerated**	*Equals*	**Total Amount of Waste Generated (Recovered + Disposed)**
	_____	+	_____	=	_____
Factor	**C&D Waste Recycled, Donated or Otherwise Recovered**	*Divide*	**Total Amount of C&D Waste Generated (Recovered + Disposed)**	*Equals*	**Total Points Earned**
	Multiply				
1	× _____	÷	_____	=	

Scoring Example: Construction and Demolition Waste Diversion

Example University had two major construction projects during the past year. These projects generated the following C&D materials:
- 50 tons of C&D materials that were recycled
- 10 tons of C&D materials that were donated
- 40 tons of C&D materials that were landfilled

Materials recycled, donated or otherwise recovered = 50 + 10 = **60**
Total amount of C&D waste generated = **100**

	C&D Waste Recycled, Donated or Otherwise Recovered	*Add*	C&D Waste Landfilled or Incinerated	*Equals*	Total Amount of Waste Generated (Recovered + Disposed)
	60	+	40	=	100

Factor	*Multiply*	C&D Waste Recycled, Donated or Otherwise Recovered	*Divide*	Total C&D Waste Generated (Recovered + Disposed)	*Equals*	Total Points Earned
1	×	60	÷	100	=	**0.60**

E. Reporting Fields

Required

□ Construction and demolition materials recycled, donated, or otherwise recovered (short tons/tonnes)

□ Construction and demolition materials landfilled or incinerated (short tons/tonnes)

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public**.**

Optional

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

- □ Notes about the submission

F. Measurement

Timeframe
Report on the most recent data available for a one-year period.

Sampling and Data Standards
Not applicable

OP 25: Hazardous Waste Management

1 point available

A. Credit Rationale

This credit recognizes institutions that seek to minimize and safely dispose of all hazardous, universal, and non-regulated chemical waste and that have electronic waste ("e-waste") recycling and/or reuse programs. Hazardous waste typically contains toxic components such as lead and mercury that can contaminate soil and groundwater and have detrimental human health impacts if handled improperly. At the same time, e-waste contains components that can be recycled. Likewise, computers, cellular phones, and other electronic materials can be donated or re-sold at reduced cost to non-profit organizations and community groups. Given the environmental and workplace health hazards that arise from hazardous waste disposal and e-waste recycling, this credit is reserved for programs that take steps to ensure that workers' basic safety is protected and environmental standards are met.

B. Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Measurable reductions in the amount of electronic waste produced and the amount of e-waste disposed of in a landfill or incinerator are covered in *OP 22: Waste Minimization* and *OP 23: Waste Diversion*, respectively.

C. Applicability

This credit applies to all institutions

D. Scoring

Each part of the credit is scored separately.

Part 1

Institutions earn 0.5 points for meeting the criteria outlined above. Partial points are not available for Part 1.

Part 2

Institutions earn the maximum of 0.5 points available for Part 2 for having or participating in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by both the institution and its students. Partial points are available. For example, an institution whose program includes recycling, reusing, and/or refurbishing electronic waste generated by the institution or its students, but not by both, would earn 0.25 points (half of the points available for Part 2).

E. Reporting Fields

Required

- □ An indication of whether the institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus

- □ An indication of whether the institution has or participates in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution

- □ An indication of whether the institution has or participates in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting strategies to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

- □ A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste

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

- □ A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation

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

Required if the institution is reporting a program to responsibly recycle, reuse, and/or refurbish electronic waste:

- □ A brief description of the electronic waste recycling program(s)

- □ A brief description of steps taken to ensure that electronic waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met (for example using a recycler certified under the e-Stewards and/or R2 standards)

Optional

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

□ Notes about the submission

F. Measurement

Timeframe

Report on current programs.

Sampling and Data Standards

Not applicable

Water

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

Credits		Points Available: 5-9
OP 26	Water Use	2-6
OP 27	Rainwater Management	2
OP 28	Wastewater Management	1

Optional Reporting Field
- ☐ A brief text summary of the institution's activities relevant to this subcategory

OP 26: Water Use

2-6 points available

A. Credit Rationale

This credit recognizes institutions that have reduced water use. By reducing campus water withdrawals, institutions can reduce pressures on local aquifers, streams, rivers, lakes, and aquatic wildlife.

B. Criteria

Part 1

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

Part 2

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

Part 3

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently.

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low Risk	⅔	2
Low to Medium Risk	1	3
Medium to High Risk	1⅓	4
High Risk	1⅔	5
Extremely High Risk	2	6

Points earned are calculated according to the formulas below. Please note that users do not have to calculate the number of points available and the number of points earned themselves; points will be calculated automatically when the data listed under *Section E: Reporting Fields* is entered in the online Reporting Tool.

Part 1

Institutions earn the maximum points available for Part 1 of this credit by achieving a 30 percent or larger reduction in potable water use per weighted campus user compared to a baseline. Incremental points are awarded for smaller reductions. For example, an institution that reduced its potable water use by 15 percent would earn half of the points available for Part 1of this credit.

STARS awards only positive points; points will not be deducted if potable water use per weighted campus user increased rather than decreased during the time period.

$$\text{Points Earned} = [\,E / 0.3\,] \times \{\,[\,(A/B) - (C/D)\,] / (A/B)\,\}$$

A =   Potable water use, baseline year (US gallons/cubic metres)

B =   Weighted campus users, baseline year

C=   Potable water use, performance year (US gallons/cubic metres)

D=   Weighted campus users, performance year

E =   Points available for Part 1

Part 2

Institutions earn the maximum points available for Part 2 of this credit by achieving a 30 percent or larger reduction in potable water use per gross square foot/metre of floor area compared to a baseline. Incremental points are awarded for smaller reductions. For example, an institution that reduced its potable water use by 15 percent would earn half of the points available for Part 2 of this credit.

STARS awards only positive points; points will not be deducted if potable water use per gross square foot of building space increased rather than decreased during the time period.

$$\text{Points Earned} = [\,E / 0.3\,] \times \{\,[\,(A/B) - (C/D)\,] / (A/B)\,\}$$

A =   Potable water use, baseline year (US gallons/cubic metres)

B =   Building space, baseline year (square feet/metres)

C=   Potable water use, performance year (US gallons/cubic metres)

D=   Building space, performance year (square feet/metres)

E =   Points available for Part 2

Part 3

Institutions earn the maximum points available for Part 3 of this credit by achieving a 30 percent or larger reduction in total water use per acre/hectare of vegetated grounds compared to a baseline. Incremental points are awarded for smaller reductions. For example, an institution that reduced its total water use by 15 percent would earn half of the points available for Part 2 of this credit.

STARS awards only positive points; points will not be deducted if water use per acre/hectare of vegetated grounds increased rather than decreased during the time period.

$$\text{Points Earned} = [\, E / 0.3\,] \times \{\, [\, (A/B) - (C/D)\,] / (A/B)\, \}$$

A = Total water use, baseline year (US gallons/cubic metres)

B = Area of vegetated grounds, baseline year (acres/hectares)

C= Total water use, performance year (US gallons/cubic metres)

D= Area of vegetated grounds, performance year (acres/hectares)

E = Points available for Part 3

Scoring Example: Water Use

Example College's "Physical Risk QUANTITY" for water is *Extremely High* according to the World Resources Institute's Aqueduct Water Risk Atlas, making **2** points available for each part of the credit.

Part 1
- Used 1,000,000 gallons of potable water in 2005 (A)
- Had 2,000 weighted campus users in 2005 (B)
- Used 900,000 gallons of potable water in 2013 (C)
- Had 2,000 weighted campus users in 2013 (D)

Points Earned = (**2** / 0.3) × { [(A/B) - (C/D)] / (A/B) }
            = 6 ⅔ × { [(1,000,000/2,000) - (900,000/2,000)] / (1,000,000/2,000) }
            = 6 ⅔ × { [500 - 450] / 500 }
            = 6 ⅔ × 50 / 500
            = 6 ⅔ × 0.10
            = **0.667 points earned for Part 1**

Scoring Example: Water Use (continued)

Part 2
- Used 1,000,000 gallons of potable water in 2005 (A)
- Had 2,000,000 square feet of floor area in 2005 (B)
- Used 900,000 gallons of potable water in 2013 (C)
- Had 2,500,000 square feet of floor area in 2013 (D)

Points Earned = (**2** / 0.3) × { [(A/B) - (C/D)] / (A/B) }

= 6 ⅔ × { [(1,000,000/2,000,000) - (900,000/2,500,000)] / (1,000,000/2,000,000) }

= 6 ⅔ × { [0.5 – 0.36] / 0.5 }

= 6 ⅔ × 0.14 / 0.5

= 6 ⅔ × 0.28

= **1.867 points earned for Part 2**

Part 3
- Used 1,000,000 gallons of potable and non-potable water in 2005 (A)
- Had 100 acres of vegetated grounds in 2005 (B)
- Used 900,000 gallons of potable and non-potable water in 2013 (C)
- Had 120 acres of vegetated grounds in 2013 (D)

Points Earned = (**2** / 0.3) × { [(A/B) - (C/D)] / (A/B) }

= 6 ⅔ × { [(1,000,000/100) - (900,000/120)] / (1,000,000/100) }

= 6 ⅔ × { [10,000 – 7,500] / 10,000 }

= 6 ⅔ × 2,666.67 / 11,000

= 6 ⅔ × 0.25

= **1.667 points earned for Part 3**

Total Points Earned = 0.667 + 1.867 + 1.667

= 4.2 points

E. Reporting Fields

Required

□ Level of "Physical Risk QUANTITY" for the institution's main campus as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) (Low, Low to Medium, Medium to High, High, or Extremely High)

□ Total water use (potable and non-potable combined), performance year (US gallons/cubic metres)

□ Potable water use, performance year (US gallons/cubic metres)

□ Figures used to determine "Weighted Campus Users" during the performance year:

  o Number of residential students, performance year (annualized headcount)

  o Number of residential employees, performance year (annualized headcount)

  o Number of in-patient hospital beds, performance year

  o Full-time equivalent enrollment, performance year (annualized FTE)

  o Full-time equivalent of employees, performance year (annualized FTE)

  o Full-time equivalent of distance education students, performance year (annualized FTE)

□ [Gross floor area of building space](#), performance year (square feet/metres)

□ Area of vegetated grounds, performance year (acres/hectares) (Athletic fields and land dedicated to food production may be excluded)

□ Start date, performance year or 3-year period

□ End date, performance year or 3-year period

□ Total water use (potable and non-potable combined), baseline year (US gallons/cubic metres)

□ Potable water use, baseline year (US gallons/cubic metres)

□ Figures used to determine "Weighted Campus Users" during the baseline year:

  o Number of residential students, baseline year (annualized headcount)

  o Number of residential employees, baseline year (annualized headcount)

  o Number of in-patient hospital beds, baseline year

  o Full-time equivalent enrollment, baseline year (annualized FTE)

  o Full-time equivalent of employees, baseline year (annualized FTE)

  o Full-time equivalent of distance education students, baseline year (annualized FTE)

□ Gross floor area of building space, baseline year (square feet/metres)

□ Area of vegetated grounds, baseline year (acres/hectares) (Athletic fields and land dedicated to food production may be excluded)

□ Start date, baseline year or 3-year period

- □ End date, baseline year or 3-year period

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if end date of the baseline year/period is 2004 or earlier:

- □ A brief description of when and why the water use baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations)

Optional

- □ Water recycled/reused on campus, performance year (US gallons/cubic metres)

- □ Recycled/reused water withdrawn from off-campus sources, performance year (US gallons/cubic metres)

- □ A brief description of any of the following water conservation and efficiency initiatives employed by the institution:

  - o Water recovery and reuse

  - o Water metering and management systems

  - o Building retrofits, e.g. to install high efficiency plumbing fixtures and fittings

  - o Replacing appliances, equipment and systems with water-efficient alternatives

  - o Water-efficient landscape design (e.g. xeriscaping)

  - o Weather-informed irrigation technologies

  - o Other water conservation and efficiency initiatives (please specify)

- □ The website URL where information about the institution's water conservation and efficiency initiatives is available

- □ Notes about the submission

F. Measurement

Timeframe

Performance Year
Report the most recent data available from the three years prior to the anticipated date of submission. Institutions may use the most recent single year for which data is available or an average from throughout the period. Institutions may choose the annual start and end dates that work best with the data they have (e.g. fiscal or calendar year), as long as data are reported from a consecutive 12-month (or 3-year) period.

Report building space, campus area, and annualized population figures from the same time period as that from which water use data are drawn (e.g. the consecutive 12-month or 3-year

period that most closely overlaps with the water use performance period). Institutions may report building space and campus area using an average from throughout the period or a snapshot at a single representative point during the period.

Baseline Year
Report data from the baseline year, which may be:
- Any year from 2005 to the present
- A baseline year, 1990 to 2004, that the institution has adopted as part of its sustainability plans or policies or in the context of other reporting obligations

Recommended best practices for defining a baseline include:
- Using the average of three consecutive years to reduce the impact of outliers.
- Using the same baseline year for multiple credits to reduce reporting requirements. For example, institutions using 2005 for all STARS credits that are baseline-based would only have to calculate baseline weighted campus user data once.
- Ensuring that baseline and performance year data are valid and reliable (e.g. that the data were gathered in the same manner)

Institutions without valid and reliable historical data should use performance year data for both the baseline and performance year. Following this approach, an institution would not be able to claim points during its first STARS submission, but would be able to use its newly established baseline for subsequent submissions.

Institutions may choose the start and end dates that work best with the data they have (e.g. fiscal or calendar year), as long as data are reported from a consecutive 12-month (or 3-year) period.

Report building space, campus area, and annualized population figures from the same period as that from which water use data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the water use baseline period). Institutions may report building space and campus area using an average from throughout the period or a snapshot at a single representative point during the period (e.g. the fall figures reported to IPEDS by U.S. institutions).

Sampling and Data Standards
To the extent possible, include all water that was used by the institution when reporting for this credit; reporting on a sample or subset of water use is not allowed. Total water use is the total volume of water, potable and non-potable, withdrawn by the institution regardless of source, i.e. surface water, ground water, rainwater harvested directly and stored by the institution for use, reclaimed wastewater from off-campus sources, and water from municipal water supplies and water utilities. If data on water use values are not available, institutions may work with their facilities department and water utility to estimate usage figures based on billing totals.

Water that is [recycled/reused](#) on campus should only be counted toward water use once (at initial withdrawal from its source) and excluded at subsequent uses.

Athletic fields and land dedicated to food production may be excluded from the area of vegetated grounds as long as they are excluded from both baseline year and performance year data.

OP 27: Rainwater Management

2 points available

A. Credit Rationale

This credit recognizes institutions that implement policies and programs to reduce rainwater (i.e. stormwater) runoff and resultant water pollution, and treat water as a resource rather than as a waste product. By using Low Impact Development practices and green infrastructure to manage rainwater, institutions can help replenish natural aquifers, reduce erosion impacts, decrease pressures on public infrastructure and minimize local water contamination.

B. Criteria

Part 1

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

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

Part 2

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

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

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently.

Part 1

Institutions earn 1 point for having a policy, plan, and/or strategies that meet the criteria outlined above. Partial points are not available for Part 1.

Part 2

Institutions earn 1 point for having a policy, plan, and/or strategies that meet the criteria outlined above. Partial points are not available for Part 2.

E. Reporting Fields

Required

- ☐ An indication of whether the institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects

- ☐ An indication of whether the institution has adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure

- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting a policy, plan, and/or strategies that meet the criteria for Part 1:

- ☐ A brief description of the institution's Low Impact Development (LID) practices (including examples from the previous three years, if applicable)

Required if the institution is reporting a policy, plan, and/or strategies that meet the criteria for Part 2:

- ☐ A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies

- ☐ A brief description of any of the following rainwater management technologies or strategies employed by the institution (at least one is required):
  - o Rainwater harvesting

- o Using rainwater filtering systems to treat water prior to release (e.g. into public storm drain systems, drainage easements and water bodies)
- o Living or vegetated roofs
- o Porous (i.e. permeable) paving
- o Downspout disconnection
- o Rain gardens
- o Retention and/or detention ponds
- o Bioswales (vegetated, compost or stone)
- o Other (please specify)

Optional
- □ The website URL where information about the institution's rainwater management initiatives, plan or policy is available
- □ Rainwater harvested directly and stored/used by the institution, performance year (US gallons/ cubic metres)
- □ Notes about the submission

F. Measurement

Timeframe
Report on current policies, plans, and/or strategies.

Sampling and Data Standards
Report on policies, plans, and/or strategies employed throughout the campus.

OP 28: Wastewater Management

1 point available

A. Credit Rationale

This credit recognizes institutions that are catalyzing and supporting ecologically preferable methods of wastewater management and treatment. Natural wastewater systems minimize the use of chemicals and require little energy to operate. By naturally handling wastewater, institutions can work with nature and their local communities to decrease pressures on sewer infrastructure, enhance the environment (e.g. through wetlands creation), and minimize contamination of water bodies.

B. Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines.

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn the maximum of 1 point available for this credit by handling 100 percent of discharged wastewater using natural wastewater systems. Incremental points are awarded based on the percentage of wastewater handled naturally. For example, an institution that naturally handles 50 percent of its wastewater would earn 0.5 points (half of the points available for this credit).

Enter values as indicated below to calculate points earned for this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool						
Factor	*Multiply*	**Wastewater Naturally Handled**	*Divide*	**Total Wastewater Discharged**	*Equals*	**Total Points Earned**
1	×	_____	÷	_____	=	

E. Reporting Fields

Required

☐ Total wastewater discharged (US gallons/cubic metres)

☐ Wastewater naturally handled (US gallons/cubic metres)

☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional

Required if the institution is reporting its wastewater being handled naturally:

☐ A brief description of the natural wastewater systems used to handle the institution's wastewater

Optional

☐ The website URL where information about the institution's wastewater management practices is available

☐ Notes about the submission

F. Measurement

Timeframe

Report the most recent annual data available.

Sampling and Data Standards

To the extent possible, include all wastewater discharged by the institution when reporting for this credit; reporting on a sample or subset of wastewater is not allowed.

The total volume of wastewater may be obtained from water utilities and/or on-site metering. Institutions without access to metered or utility-provided data may estimate the total volume of wastewater as recommended by local utilities or by subtracting any known volume of water consumed on campus (e.g. in processes and irrigation) from the total volume of water (potable and non-potable) withdrawn from all sources for campus use. Likewise, the volume of wastewater handled naturally may be obtained from water utilities and/or on-site metering; estimates may be used in the absence of metered or utility-provided data.

Planning & Administration

Coordination, Planning & Governance

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

Credits		Points Available: 8
PA 1	Sustainability Coordination	1
PA 2	Sustainability Planning	4
PA 3	Governance	3

Optional Reporting Field
- ☐ A brief text summary of the institution's activities relevant to this subcategory

PA 1: Sustainability Coordination

1 point available

A. Credit Rationale

This credit recognizes institutions with active committees, offices, or officers charged by the administration or board of trustees to coordinate sustainability work on campus. Institution-wide coordination helps institutions organize, implement, and publicize sustainability initiatives.

B. Criteria

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

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

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn 1 point for having at least one committee, office, and/or officer that meets the criteria outlined above. Partial points are not available for this credit.

E. Reporting Fields

Required
- □ An indication of whether the institution has at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution
- □ An indication of whether the institution has at least one sustainability committee
- □ An indication of whether the institution has at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee
- □ An indication of whether the institution has at least one sustainability officer

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting a sustainability committee, office, and/or officer:

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

Required if the institution is reporting a sustainability committee:

□ The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities

□ Members of each committee, including affiliations and role (e.g. staff, student, or faculty)

Required if the institution is reporting a sustainability office:

□ A brief description of each sustainability office

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

Required if the institution is reporting a sustainability officer:

□ Name and title of each sustainability officer

□ A brief description of each sustainability officer position

Optional

□ The website URL where information about the sustainability committee(s) is available

□ The website URL where information about the sustainability office(s) is available

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

□ Notes about the submission

F. Measurement

Timeframe

Report on current sustainability committee composition and practices, office status, and/or officer position status.

Sampling and Data Standards

Not applicable

PA 2: Sustainability Planning

4 points available

A. Credit Rationale

This credit recognizes institutions that have developed comprehensive plans to move toward sustainability. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future and provides a road map to help guide decision-making. Establishing measurable goals and objectives allows an institution to track its future progress, identify and document its successes, and manage the levels of resources devoted to (and required for) the attainment of its sustainability goals. Including sustainability at a high level in the institution's strategic plan and other guiding documents also signals an institution's commitment to sustainability and may help infuse an ethic of environmental, fiscal and social responsibility throughout the campus community.

B. Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:
- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn ⅙ point for each of the areas listed for which they have formally adopted plans and an additional ⅙ point if the plans include at least one measurable objective with corresponding strategies and timeframes. A maximum of 4 points is available for this credit.

Scoring Example: Sustainability Planning

Example University has several formally adopted plans that address sustainability: a strategic plan, a physical campus plan, a climate action plan and a diversity plan. Collectively, the plans cover **10** specific sustainability areas:

- Curriculum
- Research
- Air & Climate
- Buildings
- Energy
- Grounds
- Transportation
- Waste
- Water
- Diversity & Affordability

The plans include at least one measurable objective with corresponding strategies and timeframes for **5** of those areas.

Points earned = (0.167 × **10** subject areas) + (0.167 × **5** measurable objectives)

$$= 1.67 + 0.835$$

$$= \textbf{2.5} \text{ points}$$

E. Reporting Fields

Required

□ An indication of whether the institution has formally adopted plans to advance sustainability covering the following areas:

- o Curriculum
- o Research (or other scholarship appropriate for the institution)
- o Campus Engagement
- o Public Engagement
- o Air & Climate
- o Buildings
- o Dining Services/Food
- o Energy

- o Grounds
- o Purchasing
- o Transportation
- o Waste
- o Water
- o Diversity & Affordability
- o Health, Wellbeing & Work
- o Investment
- o Other (please specify)

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required for each area for which the institution is reporting formally adopted plans:

□ A brief description of the plan(s)

□ An indication of whether the plan(s) include at least one measurable objective with corresponding strategies and timeframes

Required for each area for which the institution is reporting formally adopted plans with measurable objectives, strategies and timeframes:

□ A brief description of the measurable objectives, strategies and timeframes

□ Accountable parties, offices or departments

Optional

□ The institution's definition of sustainability (e.g. as included in a formally adopted plan)

□ An indication of whether the institution's strategic plan or equivalent guiding document includes sustainability at a high level

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

□ The website URL where information about the institution's sustainability planning is available

□ Notes about the submission

F. Measurement

Timeframe

Report on the institution's current and formally adopted plan(s). Draft documents are not eligible for this credit.

Sampling and Data Standards

Not applicable

PA 3: Governance

3 points available

A. Credit Rationale

This credit recognizes institutions that engage students, staff and faculty in the ongoing governance of the college or university. Governance includes a variety of organizational functions and decision-making processes, from financial oversight and personnel management to goal-setting and strategic planning. Sustainability requires participatory processes and structures that empower stakeholder groups to come together and work collaboratively to address sustainability challenges through access to and involvement in institutional governance. Without transformed governance structures, many sustainability gains cannot be realized.

B. Criteria

Part 1

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

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

B. There is at least one student representative on the institution's [governing body](). To count, student representatives must be elected by their peers or appointed by a representative student body or organization.
And/or

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

Part 2

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

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

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

       a. And/or

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

Part 3

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

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

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

       a. And/or

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

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

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

C. Applicability

This credit applies to all institutions.

D. Scoring
Each part is scored independently.

Part 1
Institutions earn the maximum of 1 point available for Part 1 of this credit by fully meeting two of the three criteria listed for students. Partial points are available as follows:

A. 0.5 points are awarded when all students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
B. 0.5 points are awarded when there is at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization
C. 0.1 points are awarded for each of the following areas in which students have a formal role in decision-making, up to a maximum of 0.5 points:
   - Establishing organizational mission, vision, and/or goals
   - Establishing new policies, programs, or initiatives
   - Strategic and long-term planning
   - Existing or prospective physical resources
   - Budgeting, staffing and financial planning
   - Communications processes and transparency practices
   - Prioritization of programs and projects

For example, an institution for which all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies would earn 0.5 points (half of the points available for Part 1).

Part 2
Institutions earn the maximum of 1 point available for Part 2 of this credit by fully meeting two of the three criteria listed for staff. Partial points are available as follows:

A. 0.5 points are awarded when all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
B. 0.5 points are awarded when there is at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization
C. 0.1 points are awarded for each area (outlined in Part 1) in which when non-supervisory staff have a formal role in decision-making, up to a maximum of 0.5 points.

For example, an institution for which all staff, regardless of type or status, have an avenue to participate in one or more governance bodies would earn 0.5 points (half of the points available for Part 2).

Part 3

Institutions earn the maximum of 1 point available for Part 3 of this credit by fully meeting two of the three criteria listed for faculty. Partial points are available as follows:

    A. 0.5 points are awarded when all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

    B. 0.5 points are awarded when there is at least one faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization

    C. 0.1 points are awarded for each area (outlined in Part 1) in which faculty have a formal role in decision-making, up to a maximum of 0.5 points

For example, an institution for which all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies would earn 0.5 points (half of the points available for Part 3).

E. Reporting Fields

Required

- ☐ An indication of whether all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

- ☐ An indication of whether there is at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization

- ☐ An indication of whether the institution's students have a formal role in decision-making in regard to each of the following:

    ○ Establishing organizational mission, vision, and/or goals

    ○ Establishing new policies, programs, or initiatives

    ○ Strategic and long-term planning

    ○ Existing or prospective physical resources

    ○ Budgeting, staffing and financial planning

    ○ Communications processes and transparency practices

    ○ Prioritization of programs and projects

- ☐ An indication of whether all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

□ An indication of whether there is at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization

□ An indication of whether the institution's non-supervisory staff have a formal role in decision-making in regard to each of the following:

  o Establishing organizational mission, vision, and/or goals

  o Establishing new policies, programs, or initiatives

  o Strategic and long-term planning

  o Existing or prospective physical resources

  o Budgeting, staffing and financial planning

  o Communications processes and transparency practices

□ An indication of whether all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

□ An indication of whether there is at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization

□ An indication of whether the institution's faculty have a formal role in decision-making in regard to each of the following:

  o Establishing organizational mission, vision, and/or goals

  o Establishing new policies, programs, or initiatives

  o Strategic and long-term planning

  o Existing or prospective physical resources

  o Budgeting, staffing and financial planning

  o Communications processes and transparency practices

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional

Required if the institution is reporting that all enrolled students have an avenue to participate in governance:

□ A brief description of the mechanisms through which all enrolled students have an avenue to participate in one or more governance bodies

Required if the institution is reporting that there is at least one student representative on the institution's governing body:

□ A brief description of student representation on the governing body, including how the representatives are selected

Required if the institution is reporting that its students have a formal role in decision-making:

□ A brief description of the formal student role in regard to each area indicated, including examples from the previous three years

Required if the institution is reporting that all staff have an avenue to participate in governance:

□ A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies

Required if the institution is reporting that there is at least one non-supervisory staff representative on the institution's governing body:

□ A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected

Required if the institution is reporting that its non-supervisory staff have a formal role in decision-making:

□ A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years

Required if the institution is reporting that all faculty have an avenue to participate in governance:

□ A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies

Required if the institution is reporting that there is at least one teaching or research faculty representative on the institution's governing body:

□ A brief description of faculty representation on the governing body, including how the representatives are selected

Required if the institution is reporting that its faculty have a formal role in decision-making:

□ A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years

Optional
□ The website URL where information about the institution's governance structure is available

□ Notes about the submission

F. Measurement

Timeframe

Report on current policies and procedures and activities during the three years prior to the anticipated date of submission.

Sampling and Data Standards

Not applicable

Diversity & Affordability

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

Credits		**Points Available: 10**
PA 4	Diversity and Equity Coordination	2
PA 5	Assessing Diversity and Equity	1
PA 6	Support for Underrepresented Groups	2
PA 7	Support for Future Faculty Diversity	1
PA 8	Affordability and Access	4

Optional Reporting Field
- ☐ A brief text summary of the institution's activities relevant to this subcategory

PA 4: Diversity and Equity Coordination

2 points available

A. Credit Rationale

This credit recognizes institutions with active committees, offices, or officers charged by the administration or governing body to coordinate diversity and equity work on campus. Diversity and equity coordination increases the ability of an institution to more effectively address these issues.

B. Criteria

Part 1

Institution has a <u>diversity and equity</u> committee, office and/or <u>officer</u> tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes <u>cultural competence</u> trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently.

Part 1

Institutions earn 1 point for having a committee, office or officer that meets the criteria outlined above and focuses on both student and employee diversity and equity. Partial points are available if the committee, office and/or officer focuses on students or employees, but not both. For example, an institution with a diversity and equity office that focuses solely on student diversity would earn 0.5 points (half of the points available for Part 1 of this credit).

Part 2

Institutions earn the maximum of 1 point available for Part 2 for making cultural competence trainings available to all members of the campus community. Partial points are available based on the number of groups for whom the institution makes trainings available. For

example, an institution that makes cultural competence trainings available to all members of 2 of the groups listed would earn 0.5 points (half of the points available for Part 2).

E. Reporting Fields

Required
- □ An indication of whether the institution has a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus
- □ An indication of whether the institution makes cultural competence trainings and activities available to all members of any of the following groups:
  - o Students
  - o Staff
  - o Faculty
  - o Administrators
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is reporting a diversity and equity committee, office, and/or officer:
- □ An indication of which of the following the committee, office and/or officer focuses on (select all that apply):
  - o Student diversity and equity
  - o Employee diversity and equity
- □ A brief description of the diversity and equity committee, office and/or officer, including purview and activities

Required if the institution is reporting cultural competence trainings:
- □ A brief description of the institution's cultural competence trainings

Optional
- □ The full-time equivalent of people employed in the diversity and equity office (or the equivalent)
- □ The website URL where information about the diversity and equity committee, office and/or officer is available
- □ The website URL where information about the cultural competence trainings is available
- □ Notes about the submission

F. Measurement

Timeframe

Part 1

Report on current diversity and equity committee composition and practices, office status, and/or officer position status.

Part 2

Report on trainings offered during the three years prior to the anticipated date of submission.

Sampling and Data Standards

Not applicable

PA 5: Assessing Diversity and Equity

1 point available

A. Credit Rationale

This credit recognizes institutions that systemically assess diversity and equity on campus. Fostering an inclusive and welcoming campus culture is important to ensuring the academic and social success of all campus community members. In order to foster such a culture, it is helpful to gather information about campus stakeholders' personal experiences and assess diversity and equity in terms of an institution's students, employees and governance.

B. Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1) **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups

2) **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution

3) **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution

4) **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn the maximum of 1 point available for this credit for having conducted assessments that meet all of the criteria outlined above. Partial points are available based on the number of areas assessed. For example, an institution whose assessments covered 2 of the 4 areas listed would earn 0.5 points (half of the points available for the credit).

E. Reporting Fields

Required

- □ An indication of whether the institution has assessed diversity and equity in the following areas:
  - o Campus climate
  - o Student diversity and educational equity
  - o Employee diversity and employment equity
  - o Governance and public engagement

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required for each assessment area the institution is reporting:

- □ A brief description of the assessment(s) (including year the assessment was last conducted, results, and how results are used in shaping policy, programs, and initiatives)

Optional

- □ The website URL where information about the assessment(s) is available
- □ Notes about the submission

F. Measurement

Timeframe

Report on the most recent assessment(s) conducted or updated during the three years prior to the anticipated date of submission.

Sampling and Data Standards

Diversity and equity may be assessed using representative samples.

PA 6: Support for Underrepresented Groups

2 points available

A. Credit Rationale

This credit recognizes institutions that have programs in place to support underrepresented groups on campus. Certain challenges accompany being a minority on campus. Schools can help create and maintain a diverse student body and help build diversity within academic disciplines by offering support programs to help individuals in underrepresented groups thrive academically and socially.

B. Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently.

Part 1

Institutions earn 1 point for meeting the criteria outlined above. Partial points are not available for Part 1 of this credit.

Part 2

Institutions earn 1 point for meeting the criteria outlined above. Partial points are not available for Part 2 of this credit.

E. Reporting Fields

Required

- □ An indication of whether the institution has mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus

- □ An indication of whether the institution has a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if institution is reporting programs to support underrepresented groups:
- □ A brief description of the program(s)

Required if institution is reporting a discrimination response policy and/or team:
- □ A brief description of the institution's discrimination response policy, program and/or team (including examples of actions taken during the previous three years)

Optional

- □ An indication of whether the institution produces a publicly accessible inventory of gender neutral bathrooms on campus

- □ An indication of whether the institution offers housing options to accommodate the special needs of transgender and transitioning students

- □ The website URL where more information about the support programs for underrepresented groups is available

- □ The website URL where more information about the institution's discrimination response policy, program and/or team is available

- □ Notes about the submission

F. Measurement

Timeframe

Report on current program offerings and status

Sampling and Data Standards

Not applicable

PA 7: Support for Future Faculty Diversity

1 point available

A. Credit Rationale

This credit recognizes institutions that are taking steps to help build a more diverse faculty by supporting future faculty members from underrepresented groups. Having a diverse faculty helps provide a rich learning experience for all students. Mentoring and other support programs encourage the participation of underrepresented groups in higher education.

B. Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:
- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn 1 point for this credit by administering or participating in a program that meets the criteria outlined above. Partial points are not available for this credit.

E. Reporting Fields

Required
- ☐ An indication of whether the institution administers and/or participates in a program or programs to help build a diverse faculty that meet the criteria for this credit

- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting a program to help build a diverse faculty:

- □ A brief description of the institution's programs that help increase the diversity of higher education faculty

Optional

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

- □ Notes about the submission

F. Measurement

Timeframe

Report on current program offerings and status.

Sampling and Data Standards

Not applicable

PA 8: Affordability and Access

4 points available

A. Credit Rationale

This credit recognizes institutions that are implementing strategies to improve their accessibility and affordability. Achieving a college degree is a valuable tool in addressing inequity, but in order for higher education to help society move toward greater equity, schools must be accessible to low-income populations and non-traditional students.

B. Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently.

Part 1

An institution earns the maximum of 1 point available for Part 1 of this credit by having policies and programs in place to make it accessible and affordable to low-income students and to support non-traditional students. Partial points are available. For example, an institution that has policies and programs in place to support non-traditional students but not low-income students, would earn 0.5 points (half of the points available for Part 1).

Part 2

Institutions earn up to the maximum of 3 points available for Part 2 of this credit based on performance measured by one or more of the indicators listed. For example, an institution that reports 100 percent for three of the four indicators would earn 3 points for this credit. Likewise, an institution that reports 75 percent or more for all four indicators would earn 3 points. Incremental points are available; for example, an institution that reports 50 percent for 3 of the four indicators would earn 1.5 points (half of the points available for Part 2 of this credit). Points are earned according to the following table:

Accessibility/Affordability Indicator	Percentage (0-100)	*Multiply*	Factor	*Equals*	Total Points Earned
A. The percentage of entering students that are low-income	———				
B. The graduation/success rate for low-income students	———	×	0.01	=	
C. The percentage of student financial need met, on average	———				
D. The percentage of students graduating with no interest-bearing student loan debt	———				
Total Points Earned →					(Up to 3 available)

Scoring Example: Affordability and Access (Part 2)

The following data describe Example University:
- A. The percentage of entering students that are low-income = 15
- B. The graduation/success rate for low-income students =72
- C. The percentage of student financial need met, on average =80
- D. The percentage of students graduating with no interest-bearing student loan debt = 12

Accessibility/Affordability Indicator	Percentage (0-100)	*Multiply*	Factor	*Equals*	Total Points Earned
A. The percentage of entering students that are low-income	15				0.15
B. The graduation/success rate for low-income students	72				0.72
C. The percentage of student financial need met, on average	80	×	0.01	=	0.8
D. The percentage of students graduating with no interest-bearing student loan debt	12				0.12
Total Points Earned				→	1.79

E. Reporting Fields

Required

- □ An indication of whether the institution has policies and programs in place to make it accessible and affordable to low-income students

- □ An indication of whether the institution has policies and programs in place to support non-traditional students

- □ An indication of whether the institution wishes to pursue Part 2 of this credit (accessibility and affordability indicators)

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if institution is reporting policies and programs to make it accessible and affordable to low-income students:

- ☐ A brief description of the policies and programs the institution uses to improve its accessibility and affordability in the following categories (at least one description is required):
  - o Policies and programs to minimize the cost of attendance for low-income students
  - o Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
  - o Programs to prepare students from low-income backgrounds for higher education
  - o Scholarships for low-income students
  - o Programs to guide parents of low-income students through the higher education experience
  - o Targeted outreach to recruit students from low-income backgrounds
  - o Other admissions policies or programs to make the institution accessible and affordable to low-income students
  - o Other financial aid policies or programs to make the institution accessible and affordable to low-income students
  - o Other policies and programs to make the institution accessible and affordable to low-income students not covered above

Required if institution has policies and programs in place to support non-traditional students:

- ☐ A brief description of the policies and programs the institution uses to support non-traditional students (at least one description is required):
  - o Scholarships provided specifically for part-time students
  - o An onsite child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students
  - o Other policies and programs to support non-traditional students (please specify)

Required if the institution is pursuing Part 2 of this credit (accessibility and affordability indicators) (at least one indicator is required):

- ☐ The percentage of entering students that are low-income (0-100)
- ☐ The graduation/success rate for low-income students (0-100)
- ☐ The percentage of student financial need met, on average (0-100)
- ☐ The percentage of students graduating with no interest-bearing student loan debt (0-100)

Optional

- ☐ The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students (0-100)

□ The website URL where information about the institution's affordability and access programs is available

□ Notes about the submission

F. Measurement

Timeframe

Part 1
Report on current programs, policies, and practices.

Part 2
Report the most recent data available.

Sampling and Data Standards

Part 1
In addition to institution-wide policies or programs, report on policies and programs pertaining to the institution's largest admissions group or student cohort (e.g. undergraduate students). Institutions may choose to include or omit programs and policies offered by smaller schools or departments within the institution.

Part 2
Report on the institution's largest admissions group or student cohort (e.g. undergraduate students). Institutions may choose to include or omit smaller schools or departments within the institution.

For guidance in identifying low-income students, see *Standards and Terms*. Institutions may report graduation rates, success rates and/or combined graduation/success rates as appropriate to their particular context and types of programs offered.

Institutions may meet student financial need in a variety of ways, for example:
- Scholarships and grants
- Self-help (e.g. work study, employment)
- Tuition waivers or not requiring tuition
- Subsidized or no-interest loans
- Athletic awards

Exclude non-need-based aid, any aid awarded in excess of need, and unsubsidized or interest-bearing loans. Institutions that do not assess student need as a matter of standard practice may report the percentage of cost met, on average, for low-income students.

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credits		Points Available: 7
PA 9	Employee Compensation	3
PA 10	Assessing Employee Satisfaction	1
PA 11	Wellness Program	1
PA 12	Workplace Health and Safety	2

Optional Reporting Field
- ☐ A brief text summary of the institution's activities relevant to this subcategory

PA 9: Employee Compensation

3 points available

A. Credit Rationale

This credit recognizes institutions that ensure that their lowest paid workers earn sustainable compensation. Poverty, or the inability of current generations to meet their needs, is a sustainability challenge even in highly developed countries. By providing employees wages and benefits that meet basic needs, a university or college can enfranchise its entire workforce so that each individual can contribute positively and productively to the community.

B. Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

> 1)   A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.

> 2)   A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).

> 3)   An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

C. Applicability
This credit applies to all institutions.

D. Scoring
Each part is scored independently.

Part 1
An institution earns the maximum of 1.5 points available for Part 1 of this credit when 100 percent of its employees and the employees of any on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements. Incremental points are available based on the percentage of employees covered. For example, an institution for which 50 percent of campus workers are covered by collective bargaining agreements would earn 0.75 points (half of the points available for Part 1 of this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 1 of this credit						
Points will be calculated automatically when data are entered in the STARS online Reporting Tool						
Factor	*Multiply*	Number of Employees Covered By Sustainable Compensation Standards, Guidelines, or Policies and/or Collective Bargaining Agreements	*Divide*	Total Number of Employees Working On Campus	*Equals*	Total Points Earned
1.5	×	_____	÷	_____	=	

Part 2

An institution earns the maximum of 1.5 points available for Part 2 of this credit when 100 percent of its employees and the employees of any on-site contractors earn sustainable compensation. Incremental points are available based on the percentage of employees that earn sustainable compensation as defined in one or more of the ways outlined above. For example, an institution for which 50 percent of campus workers earn wages equal to or greater than 120 percent of the poverty guideline for a family of four would earn 0.75 points (half of the points available for Part 2 of this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 2 of this credit						
Points will be calculated automatically when data are entered in the STARS online Reporting Tool						
Factor	*Multiply*	Number of Employees that Receive Sustainable Compensation	*Divide*	Total Number of Employees Working On Campus	*Equals*	Total Points Earned
1.5	×	_____	÷	_____	=	

Scoring Example: Employee Compensation

Example Community College employs 800 individuals directly and has an additional 200 employees of contractors working on campus. Thus the total number of employees working on campus = **1,000**.

Part 1

The college does not have sustainable compensation policies or collective bargaining agreements covering its employees, however **100** workers employed by its cleaning services and maintenance contractors are covered by collective bargaining agreements.

Factor	Multiply	Number of Employees Covered By Sustainable Compensation Standards, Guidelines, or Policies and/or Collective Bargaining Agreements	Divide	Total Number of Employees Working on Campus	Equals	Total Points Earned for Part 1
1.5	×	100	÷	1,000	=	**0.15**

Part 2

The college typically assesses its wage and benefits policies using a market-based salary survey and no living wage standard has been developed locally. Therefore, to report for this credit the institution opts to assess the compensation it provides its employees against 120 percent of the current national poverty guideline for a family of four. In assessing its wages and benefits, the college finds that **700** of its 800 employees receive sustainable compensation. The college does not conduct a similar assessment for the 200 contracted workers.

Factor	Multiply	Number of Employees that Receive Sustainable Compensation	Divide	Total Number of Employees Working on Campus	Equals	Total Points Earned for Part 2
1.5	×	700	÷	1,000	=	**1.05**

Total points earned   = 0.15 + 1.05
= 1.2 points

E. Reporting Fields

Required

- □ Number of employees (staff + faculty, headcount)

- □ Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements (headcount)

- □ An indication of whether the institution has employees of contractors working on-site as part of regular and ongoing campus operations

- □ An indication of whether the institution wishes to pursue Part 2 of this credit (assessing employee compensation)

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution has employees of contractors working on-site as part of regular and ongoing campus operations:

- □ Number of employees of contactors working on campus (headcount)

- □ Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements (headcount)

Required if the institution has employees or employees of contractors that are covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

- □ A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors

Required if the institution is pursuing Part 2 of this credit (assessing employee compensation):

- □ Number of staff and faculty that receive sustainable compensation (headcount)

- □ Number of employees of contractors that receive sustainable compensation (headcount) (report zero if there are no employees of contractors working on campus)

- □ A brief description of the standard(s) against which compensation was assessed

- □ A brief description of the compensation (wages and benefits) provided to the institution's lowest paid:

  - o Regular, full-time employees

  - o Regular, part-time employees

  - o Temporary (non-regular) staff

- o   Temporary (non-regular, adjunct or contingent) faculty

- o   Student employees (graduate and/or undergraduate, as applicable)

Optional

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

- □   The local legal minimum hourly wage for regular employees (US/Canadian dollars)

- □   An indication of whether the institution has an onsite child care facility, partners with a local facility, and/or provides subsidies or financial support to help meet the child care needs of its employees

- □   An indication of whether the institution offers a socially responsible investment option for retirement plans to its employees

- □   Notes about the submission

F. Measurement

Timeframe

Report on current compensation status and offerings, for example at a single representative point during the performance year that aligns with other institutional commitments. When using a representative point, institutions should strive to ensure that it recognizes seasonal and other variations that influence employment.

Sampling and Data Standards

Institutions unable to confirm that a contractor meets the criteria for this credit should include the contractor's employees in the count of employees working on campus and exclude the contractor's employees from the count of employees that are covered by sustainable compensation standards or collective bargaining agreements and the count of employees that receive sustainable compensation.

Institutions may use their own established definitions of each job type referenced.

PA 10: Assessing Employee Satisfaction

1 point available

A. Credit Rationale

This credit recognizes institutions that support the engagement of their employees by conducting a regular survey or other evaluation. Evaluating employee satisfaction and engagement helps institutions gauge their performance as an employer and can identify strengths as well as areas for development.

B. Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn the maximum of 1 point available for this credit by conducting an assessment of employee satisfaction and engagement that meets the criteria outlined above and that covers all employees (directly or by representative sample). Incremental points are available based on the percentage of employees assessed. For example, an institution that regularly assesses the satisfaction of all faculty members (who compose ⅓ of all employees), but does not assess staff (who compose ⅔ of employees) would earn ⅓ point (⅓ of the points available for this credit).

An institution that conducts an assessment using a representative sample earns points based on the total population from which the sample is drawn. For example, an institution that conducts an assessment with a sample that is representative of the entire employee population would earn the maximum of 1 point available for this credit. Likewise, an institution that that conducts an assessment with a sample that is representative of 50 percent of its total employee population would earn 0.5 points (half of the points available for this credit).

An institution that conducts an assessment of an unrepresentative portion of the employee population earns points based on the actual number of employees assessed. For example, an institution that conducts a mandatory survey of all non-supervisory staff (60 percent of the total employee population) would earn 0.6 points (60 percent of the points available for this credit).

E. Reporting Fields

Required
- □ An indication of whether the institution has conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is reporting an employee satisfaction and engagement evaluation:
- □ The percentage of employees (staff and faculty) assessed, directly or by representative sample (0-100)
- □ A brief description of the institution's methodology for evaluating employee satisfaction and engagement
- □ A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years)
- □ The year the employee satisfaction and engagement evaluation was last administered

Optional
- □ The website URL where information about the institution's employee satisfaction and engagement assessment is available
- □ Notes about the submission

F. Measurement

Timeframe
Report on the most recent employee satisfaction and engagement evaluation conducted during the three years prior to the anticipated date of submission and on current policies and practices.

Sampling and Data Standards
Institutions may choose to assess employee satisfaction and engagement by administering a survey or the equivalent to a representative sample of the employee population being assessed or by surveying the entire employee population being assessed (e.g. by making the assessment mandatory).

Institutions may report on a single assessment or on multiple assessments that target different groups (e.g. faculty, supervisory staff, and non-supervisory staff).

PA 11: Wellness Program

1 point available

A. Credit Rationale
This credit recognizes institutions that support the wellbeing of their employees and students. Providing wellness programs and related services can enhance the health and wellbeing of the entire campus community.

B. Criteria
Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 1 point available for this credit for making counseling, referral, and wellbeing services available to all members of the campus community. Partial points are available based on the number of groups for whom the institution makes wellness services available. For example, an institution that makes wellness services available to all members of 2 of the groups listed would earn ⅔ point (⅔ of the points available for the credit).

E. Reporting Fields

Required

☐ An indication of whether the institution makes counseling, referral, and wellbeing services available to all members of any of the following groups:

   o Students

   o Staff

   o Faculty

☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting a wellness and/or employee assistance program:

□ A brief description of the institution's wellness and/or employee assistance program(s)

Optional

□ The website URL where information about the institution's wellness program(s) is available

□ Notes about the submission

F. Measurement

Timeframe

Report on current program status and offerings.

Sampling and Data Standards

Not applicable

PA 12: Workplace Health and Safety

2 points available

A. Credit Rationale

This credit recognizes institutions that help ensure the health and safety of their employees. Institutions that reduce workplace injuries and occupational disease cases help ensure that all employees have a safe working environment.

B. Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

C. Applicability

This credit applies to all institutions.

D. Scoring

Each part is scored independently.

Part 1

Institutions earn the maximum of 1 point available for Part 1 for having no reportable workplace injuries and occupational disease cases in the performance year. Incremental points are awarded based on the reduction achieved from a baseline. For example, an institution that reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee by 50 percent compared to a baseline would earn 0.5 points (half of the points available for Part 1).

STARS awards only positive points; points will not be deducted if the total number of reportable workplace injuries and occupational disease cases per FTE employee increased rather than decreased during the time period.

Points earned are calculated according to the formula below. Please note that users do not have to calculate the number of points earned themselves; points earned will be calculated automatically when the data listed under *Section E: Reporting Fields* is entered in the online Reporting Tool.

$$\text{Points Earned} = 1 \times \{ [(A/B) - (C/D)] / (A/B) \}$$

A = Number of reportable workplace injuries and occupational disease cases, baseline year

B = Full-time equivalent of employees, baseline year (annualized FTE)

C= Number of reportable workplace injuries and occupational disease cases, performance year

D= Full-time equivalent of employees, performance year (annualized FTE)

Part 2

Institutions earn the maximum of 1 point available for Part 2 for having no reportable workplace injuries and occupational disease cases in the performance year. Incremental points are awarded based on the institution's performance between the minimum performance threshold of 5 reportable workplace injuries and occupational disease cases per 100 FTE employees and the performance target of 0 reportable injuries and disease cases. For example, an institution that had 2.5 reportable workplace injuries and occupational disease cases per 100 FTE employees in the performance year would earn 0.5 points (half of the points available for Part 2).

Points earned for Part 2 are calculated according to the formula below. Please note that users do not have to calculate the number of points earned themselves; points earned will be calculated automatically when the data listed under *Section E: Reporting Fields* is entered in the online Reporting Tool.

$$\text{Points Earned} = 1 \times \{ [0.05 - (A / B)] / 0.05 \}$$

A = Number of reportable workplace injuries and occupational disease cases, performance year

B = Full-time equivalent of employees, performance year (annualized FTE)

Scoring Example: Workplace Health and Safety

The following data describe Example University:

Part 1

   A. Number of reportable workplace injuries and occupational disease cases, baseline year = 15
   B. Full-time equivalent of employees, baseline year (annualized FTE) = 1,200
   C. Number of reportable workplace injuries and occupational disease cases, performance year = 9
   D. Full-time equivalent of employees, performance year (annualized FTE) = 1,250

Points Earned = 1 × { [(A/B) - (C/D)] / (A/B) }
$\qquad$ = 1 × { [(15/1,200) - (9/1,250)] / (15/1,200) }
$\qquad$ = 1 × { [0.0125 – 0.0072] / 0.0125 }
$\qquad$ = 1 × { 0.0053 / 0.0125 }
$\qquad$ = 1 × 0.424
$\qquad$ = **0.42** points

Part 2

   A. Number of reportable workplace injuries and occupational disease cases, performance year = 9
   B. Full-time equivalent of employees, performance year (annualized FTE) = 1,250

Points Earned = 1 × { [0.05 – (A / B)] / 0.05 }
$\qquad$ = 1 × { [0.05 – 9 / 1,250)] / 0.05 }
$\qquad$ = 1 × { [0.05 – (.0072)] / 0.05 }
$\qquad$ = 1 × { 0.0428 / 0.05 }
$\qquad$ = **0.86** points

Total Points Earned = 0.42 + 0.86
$\qquad\qquad$ **= 1.28 points**

E. Reporting Fields

Required

- □ Number of reportable workplace injuries and occupational disease cases, performance year

- □ Full-time equivalent of employees, performance year (annualized FTE)

- □ Start date, performance year or 3-year period

- □ End date, performance year or 3-year period

- □ Number of reportable workplace injuries and occupational disease cases, baseline year

- □ Full-time equivalent of employees, baseline year (annualized FTE)

- □ Start date, baseline year or 3-year period

- □ End date, baseline year or 3-year period

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional

Required if end date of the baseline year/period is 2004 or earlier:

- □ A brief description of when and why the workplace health and safety baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations)

Optional

- □ A brief description of the institution's workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs
- □ The website URL where information about the institution's workplace health and safety initiatives is available
- □ Notes about the submission

F. Measurement

Timeframe

Performance Year

Report the most recent data available from the three years prior to the anticipated date of submission. Institutions may use the most recent single year for which data is available or an average from throughout the period. Institutions may choose the annual start and end dates that work best with the data they have (e.g. fiscal or calendar year), as long as data are reported from a consecutive 12-month (or 3-year) period.

Report annualized FTE employees from the same time period as that from which workplace health and safety data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the injuries and disease cases performance period). Institutions may use an average from throughout the period or a snapshot at a single representative point during the period (e.g. the fall figures reported to IPEDS by U.S. institutions).

Baseline Year
Report data from the baseline year, which may be:
- Any year from 2005 to the present
- A baseline year, 1990 to 2004, that the institution has adopted as part of its sustainability plans or policies or in the context of other reporting obligations

Recommended best practices for defining a baseline include:
- Using the average of three consecutive years to reduce the impact of outliers
- Ensuring that baseline and performance year data are valid and reliable (e.g. that the data were gathered in the same manner)

Institutions without valid and reliable historical data should use performance year data for both the baseline and performance year. Following this approach, an institution would not be able to claim points during its first STARS submission, but would be able to use its newly established baseline for subsequent submissions.

Institutions may choose the start and end dates that work best with the data they have (e.g. fiscal or calendar year), as long as data are reported from a consecutive 12-month (or 3-year) period. Report annualized FTE employees from the same period as that from which workplace health and safety data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the injuries and disease cases baseline period).

Sampling and Data Standards
U.S. and Canadian institutions should report the total number of fatal and non-fatal injuries and occupational disease cases as reported to the Occupational Health and Safety Administration (OSHA) and the Canadian Center for Occupational Health and Safety (CCOHS), respectively. Other institutions should report data as generally required by the health and safety authority with jurisdiction over the institution. Minor (first-aid level) injuries should be excluded to the extent feasible.

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

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

Credits		Points Available: 7
PA 13	Committee on Investor Responsibility*	2
PA 14	Sustainable Investment*	4
PA 15	Investment Disclosure*	1

<div align="right">* credit does not apply to all institutions</div>

Optional Reporting Field

☐ A brief text summary of the institution's activities relevant to this subcategory

PA 13: Committee on Investor Responsibility

2 points available

A. Credit Rationale

This credit recognizes institutions with an established and active committee on investor responsibility (CIR) with multi-stakeholder representation. Establishing a CIR provides a structure for fostering dialogue on investment decisions, and can help campuses make responsible investment decisions that promote sustainability. Drawing CIR membership from multiple sectors of the campus community provides educational experiences for involved students, faculty, alumni, and staff. In addition, a multi-stakeholder CIR is consistent with the sustainability principle of shared governance.

B. Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

C. Applicability

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.

D. Scoring

Institutions earn 2 points for having a CIR or similar body that has multi-stakeholder representation and otherwise meets the criteria outlined above. Partial points are not available for this credit.

E. Reporting Fields

Required

□ An indication of whether the institution has a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting a CIR or similar body:

□ The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns

□ Members of the CIR, including affiliations and role (e.g. student, faculty, alumni)

□ Examples of CIR actions during the previous 3 years

Optional

□ The website URL where information about the CIR is available

□ Notes about the submission

F. Measurement

Timeframe

Report on current committee composition and practices.

Sampling and Data Standards

Not applicable

PA 14: Sustainable Investment

4 points available

A. Credit Rationale

This credit recognizes institutions that use their investment power to promote sustainability. There are a variety of approaches an institution can take toward sustainable investment, including making positive investments that promote sustainability and engaging with companies in which they already hold investments. Positive investing supports socially and environmentally responsible practices and the development of sustainable products and services. Active investor engagement can help align an institution's investments with its values, protect the institution from the financial consequences of fines, lawsuits, customer boycotts and damages to a company's reputation that may result from unsustainable corporate behavior, and improve the sustainability performance of the businesses it invests in. Both types of activities contribute toward a more just and sustainable financial system.

B. Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: *Positive Sustainability Investment*
Institution invests in one or more of the following:
- Sustainable industries (e.g. renewable energy or sustainable forestry)
- Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)
- Sustainability investment funds (e.g. a renewable energy or impact investment fund)
- Community development financial institutions (CDFI) or the equivalent
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- Green revolving loan funds that are funded from the endowment

Option 2:   *Investor Engagement*
            Institution has policies and/or practices that meet one or more of the following
            criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the
  social and/or environmental impacts of investment decisions in addition to
  financial considerations)
- Uses its sustainable investment policy to select and guide investment
  managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or
  other committee or through the use of guidelines, during the previous three
  years
- Has filed or co-filed one or more shareholder resolutions that address
  sustainability or submitted one or more letters about social or
  environmental responsibility to a company in which it holds investments,
  during the previous three years
- Has a publicly available investment policy with negative screens, for
  example to prohibit investment in an industry (e.g. tobacco or weapons
  manufacturing) or participate in a divestment effort (e.g. targeting fossil
  fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g.
  Principles for Responsible Investment, Investor Network on Climate Risk,
  Interfaith Center on Corporate Responsibility) and/or engages in inter-
  organizational collaborations to share best practices

C. Applicability

This credit applies to institutions with endowments of US $1 million or larger. Institutions
with endowments less than US $1 million may choose to omit this credit.

D. Scoring

An institution earns the maximum of 4 points available for this credit by investing 30 percent of its investment pool sustainably and meeting all of the investor engagement criteria listed in Option 2 (above) or by investing 60 percent of its investment pool in one or more of ways listed in Option 1. Incremental points are available for Option 1 and partial points are available for Option 2. Each option is scored as follows:

Option 1. Positive Sustainability Investment

An institution earns the maximum of 4 points available in Option 1 by investing 60 percent of its investment pool in one or more of the ways listed above. Incremental points are awarded based on the percentage of the institution's investment pool that is invested sustainably. For example, an institution that invested 30 percent of its investment pool sustainably would earn 2 points (half of the points available in Option 1). Points earned under Option 1 of this credit are calculated according to the following table:

Enter values as indicated below to calculate points earned using Option 1 Points will be calculated automatically when data are entered in the STARS online Reporting Tool							
Factor	*Multiply*	Value of Positive Sustainability Investments	*Divide*	Total Value of the Investment Pool	*Equals*	Total Points Earned for Option 1
6 ⅔	×	_____	÷	_____	=	(up to 4 available)

Option 2. Investor Engagement

⅓ point is awarded for each of the policies or practices listed. An institution with all of the policies and practices listed earns the maximum of 2 points available for Part 2.

Total points earned for this credit are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit Points will be calculated automatically when data are entered in the STARS online Reporting Tool				
Points Earned in Option 1: Positive Sustainability Investments	*Add*	Points Earned in Option 2: Investor Engagement	*Equals*	Total Points
(up to 4 available)	+	(up to 2 available)	=	(up to 4 available)

Scoring Example: Sustainable Investment

Model College's investment pool totals **$100 million**. The college invests **$20 million** in sustainable industries and community development financial institutions. The college also engages as an investor in **3 ways**, by: (1) having a sustainable investment policy; (2) using its policy to select and engage its investment managers; and (3) participating in the Investor Network on Climate Risk.

Option 1. Positive Sustainability Investment

Factor	*Multiply*	Value of Positive Sustainability Investments	*Divide*	Total Value of the Investment Pool	*Equals*	Total Points Earned for Option 1
6 ⅔	×	20 million	÷	100 million	=	1.33

Option 2. Investor Engagement
⅓ point is awarded for each of the policies or practices listed for a total of **1** point.

Total points earned for this credit are calculated according to the following table:

Points Earned in Option 1: Positive Sustainability Investments	*Add*	Points Earned in Option 2: Investor Engagement	*Equals*	Total Points
1.33	+	1	=	2.33

E. Reporting Fields

Required

□ Total value of the <u>investment pool</u> (US/Canadian dollars)

□ Value of holdings in each of the following categories:

   o Sustainable industries (US/Canadian dollars)

   o Businesses selected for exemplary sustainability performance (US/Canadian dollars)

   o Sustainability investment funds (US/Canadian dollars)

   o Community development financial institutions (CDFI) or the equivalent (US/Canadian dollars)

   o Socially responsible mutual funds with positive screens or the equivalent (US/Canadian dollars)

   o Green revolving funds funded from the endowment (US/Canadian dollars)

□ An indication of whether the institution has a publicly available sustainable investment policy

□ An indication of whether the institution uses its sustainable investment policy to select and guide investment managers

□ An indication of whether the institution has engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years

□ An indication of whether the institution has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years

□ An indication of whether the institution has a publicly available investment policy with negative screens

□ An indication of whether the institution engages in policy advocacy by participating in investor networks and/or engages in inter-organizational collaborations to share best practices

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting positive sustainability investments:

- □ A brief description of the companies, funds, and/or institutions referenced above. Specific disclosure of holdings (e.g. fund or company names) is not required; general information about the industries or fund types represented by the holdings is sufficient.

Required if the institution has a publicly available sustainability investment policy:

- □ A copy of the policy (text or PDF upload)

Required if the institution is reporting using its sustainable investment policy to select and guide investment managers**:**

- □ A brief description of how the policy is applied, including recent examples

Required if the institution is reporting proxy voting:

- □ A copy of the proxy voting guidelines or proxy record or a brief description of how managers are adhering to policy (text or PDF upload)

Required if the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

- □ Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years

Required if the institution has an investment policy with negative screens:

- □ A brief description of the negative screens and how they have been implemented

- □ Approximate percentage of endowment that the negative screens apply to (0-100)

Required if the institution engages in policy advocacy by participating in investor networks and/or inter-organizational collaborations:

- □ A brief description of the investor networks and/or collaborations

Optional

- □ The website URL where information about the institution's sustainable investment efforts is available

- □ Notes about the submission

F. Measurement

Timeframe

Report on current policies and actions taken within the three years prior to the anticipated date of submission.

Sampling and Data Standards

Option 1

Report on a snapshot of the entire investment portfolio. Reporting on a sample of the endowment or a special fund of the endowment is not allowed for this credit. Institutions should strive to report on a representative snapshot. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities to the extent possible and document any anomalies under "Notes about the submission".

Option 2

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

PA 15: Investment Disclosure

1 point available

A. Credit Rationale
This credit recognizes institutions that regularly make their investment holdings publicly available. The transparency ensured by public disclosure acts as an important accountability mechanism and as a learning tool for students and other stakeholders.

B. Criteria
Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

C. Applicability
This credit applies to all institutions that have an investment pool.

D. Scoring
Institutions earn the maximum of 1 point available for this credit by making a snapshot of its entire investment holdings publicly available. Incremental points are available based on the percentage of the investment pool included in the snapshot. For example, an institution that made a snapshot of 50 percent of its total investment pool publicly available would earn 0.5 points (half of the points available for this credit).

Total points earned for this credit are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit				
Points will be calculated automatically when data are entered in the STARS online Reporting Tool				
Factor	*Multiply*	**The Percentage of the Total Investment Pool Included in the Snapshot of Investment Holdings (0-100)**	*Equals*	**Total Points Earned**
.01	×	_____	=	

E. Reporting Fields

Required
- ☐ An indication of whether the institution makes a snapshot of its investment holdings available to the public

- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional
Required if the institution makes a snapshot of its investment holdings available to the public:
- ☐ The percentage of the total investment pool included in the snapshot of investment holdings (0-100)

- ☐ A copy of the investment holdings snapshot (PDF upload) or the website URL where the holdings snapshot is publicly available

Optional
- ☐ Notes about the submission

F. Measurement

Timeframe

Report on the current holdings (i.e. most recent snapshot available).

Sampling and Data Standards

Institutions should strive to report on a representative snapshot. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities. Document any anomalies under "Notes about the submission".

Innovation

4 credits available

A. Credit Rationale
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.

B. Criteria
1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2) In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3) Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4) The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6) The innovative practice or program should originate from an area within the defined institutional boundary.
7) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the

innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

C. Applicability

All institutions may earn innovation credits. The section on scoring, below, explains how innovation credits are calculated in the overall score.

D. Scoring

Institutions may earn up to 4 innovation credits. Innovation credits are not required to be specific to any STARS category or subcategory and are scored separately. An institution's overall STARS score is increased by the number of innovation credits it earns. For example, if an institution achieved an overall score of 30 based on the four main categories, earning 2 innovation credits would raise its final score to 32.

E. Reporting Fields

Please note that institutions will report on each innovation credit separately.

Required
   □ Title or keywords related to the innovative policy, practice, program, or outcome
   □ A brief description of the innovative policy, practice, program, or outcome
   □ An indication of whether:
      o The innovation describes a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy or practice
      o The innovation (program, policy, or outcome) is not already covered by an existing STARS credit or it greatly exceeds the highest criterion of an existing STARS credit

- o The innovative practice, policy, program, or outcome occurred within the past three years
  - o The institution has not previously received a STARS innovation credit for this specific practice, policy, program, or outcome
- ☐ An indication of the STARS subcategory(ies) that the innovation most closely relates to (select all that apply):

  - o Curriculum
  - o Research
  - o Campus Engagement
  - o Public Engagement
  - o Air & Climate
  - o Buildings
  - o Dining Services
  - o Energy
  - o Grounds
  - o Purchasing

  - o Transportation
  - o Waste
  - o Water
  - o Coordination, Planning & Governance
  - o Diversity & Affordability
  - o Health, Wellbeing & Work
  - o Investment
  - o Other (please specify and also select at least one *related* topic from the list above)

- ☐ A letter of affirmation from an individual with relevant expertise (PDF upload)
- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional
- ☐ A brief description of any positive [measurable outcomes](#) associated with the innovation (if not reported above)
- ☐ The website URL where information about the innovation is available
- ☐ Notes about the submission

F. Measurement

Timeframe
Report on innovations that occurred during the three years prior to the anticipated date of submission. Planned activities or activities that happened more than three years ago do not count for these credits.

Sampling and Data Standards
Not applicable

Standards & Terms

Academic Departments

An academic department is an administrative division of a college, university, or school faculty that is devoted to a particular academic discipline (e.g. Economics, Environmental Science, Sociology). Departments may exist under other nomenclature and with coarser or finer divisions, depending upon each institution's context. Fields of study, programs, subject areas or the equivalent may be considered to be "departments" in the absence of traditional administrative divisions.

Academic Divisions

An academic division is an administrative division of a college, university, or school faculty that is devoted to a subset of students (e.g. Undergraduate School) or a particular academic degree program or discipline (e.g. School of Architecture). Divisions may exist under other nomenclature and with coarser or finer divisions, depending upon each institution's context.

Agricultural Residue

Consistent with the Environmental Paper Network, agricultural residues are defined as:

> residues left over from food production or other processes... Fibers include: cereal straws like wheat straw, rice straw, seed flax straw, sorghum stalks, sugar cane bagasse, and rye seed grass straw... Agricultural residues are not from on purpose crops that replace forest stands or food crops.

Annualized

An annualized population figure is the average of all periods (e.g. quarters, semesters, months) during an academic or calendar year (e.g. adding fall, winter, spring and summer enrollment figures and dividing by 4).

Consistent with the U.S. Integrated Postsecondary Education Data System (IPEDS), an institution may calculate and report annual FTE student enrollment based on instructional activity (i.e. the credit and/or contact hours reported by the institution over a 12 month period) rather than annualized counts.

Likewise, an institution may calculate and report annual FTE employees based on level of service rather than annualized counts. For example, an institution may define one "annualized FTE" as 12 months of service at 100 percent time. When an appointment is less than 12 months service or less than 100 percent time, the annualized FTE would be reduced proportionately. See also "Full-Time Equivalent".

Basic Needs

Basic needs include food, water, housing, energy, clothing, healthcare, transportation, education, and childcare, as well as funds for savings and discretionary spending. See also "Sustainable Compensation".

Bicycle Friendly University

The Bicycle Friendly University (BFU) program recognizes institutions of higher education in the U.S. for promoting and providing a more bicycle-friendly campus for students, staff and visitors. For more information, see the League of American Bicyclists website.

Certified Organic

Land and food and beverage products may be certified Organic under any IFOAM-endorsed standard, e.g:

- Canada Organic Biologique and/or certified by a Canadian Food Inspection Agency (CFIA) accredited certification body
- European Union (EU) organic logo
- USDA Certified Organic and/or certified Organic by a USDA Accredited Certifying Agent (ACA)

Climate Region

Climate regions are consistent with the climate designations used by the International Energy Conservation Code (IECC) and the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE). For further guidance, see ANSI/ASHRAE/IESNA Standard 90.1-2007 or the information provided by the U.S. Department of Energy Building Technologies Program.

Collective Bargaining

Collective bargaining is the negotiation of written agreements regarding working conditions and terms of employment between an employer or a group of employers and one or more representative workers' organizations.

Community-Based

Consistent with the Business Alliance for Local Living Economies (BALLE), enterprises may be considered community-based if they are cooperatively or independently-owned and the majority owner(s) are community members with full autonomy and local decision-making authority with respect to business practices. Community-based enterprises may include small and medium-sized businesses; family farms, ranches and fisheries; artisan shops; agricultural cooperatives; worker and consumer cooperatives; employee-owned companies (e.g. "ESOPs") and other enterprises that meet the above criteria.

To identify community-based enterprises, BALLE suggests that it may be helpful to ask the following questions:

- Is the business privately held (not publicly traded)?

- Do the business owners, totaling greater than 50 percent of the business ownership, live in your local region?
- Is the business registered in your state [or province], with no corporate or national headquarters outside your region?
- Can the business make independent decisions regarding the name and look of the business, as well as all business purchasing, practices, and distribution?
- Does the business pay all its own rent, marketing expenses, and other expenses (without assistance from a corporate headquarters)?

Community Development Financial Institution (CDFI)
Consistent with the [Responsible Endowments Coalition](#), a CDFI is defined as:

> A financial institution established to provide credit, financial services, and other services to underserved markets or populations.

Investing in CDFIs promotes sustainability by helping provide credit to individuals and communities who are underserved by conventional lending institutions. In addition, CDFIs provide an opportunity for institutions to invest in their local communities.

Community Service
Consistent with [The President's Higher Education Community Service Honor Roll](#) (U.S.), community service is defined as:

> Activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service learning, co-curricular service learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g. serving food to the needy) and indirect service (e.g. assessing community nutrition needs or managing a food bank).

Complete-Protein Vegan Options
Recognizing that variety is a critical component of a nutritionally sound vegan diet, a "complete protein" vegan option must include, at minimum, two or more of the following food types: soy, whole grains, nuts and seeds, legumes.

Complete Streets or Bicycle Accommodation Policy
A complete streets policy sets standards and practices for campus streets to enable safe access for all users, i.e. such that pedestrians, bicyclists, motorists and transit riders of all ages and abilities are able to safely move along and across a complete street. A bicycle accommodation policy is similar, but addresses safe street access for bicyclists only.

Concentrated Animal Feeding Operations (CAFOs)

Consistent with the U.S. Environmental Protection Agency (EPA), Animal Feeding Operations (AFOs) are:

> ...agricultural operations where animals are kept and raised in confined situations. AFOs congregate animals, feed, manure and urine, dead animals, and production operations on a small land area. Feed is brought to the animals rather than the animals grazing or otherwise seeking feed in pastures, fields, or on rangeland.

A producer is an AFO if:

- It confines animals for at least 45 days in a 12-month period, and
- There is no grass or other vegetation in the confinement area during the normal growing season

A producer is a CAFO if it meets the definition of an AFO and one of the Regulatory Definitions of Large CAFOs, Medium CAFOs, and Small CAFOs.

Conditioned Floor Area

Conditioned floor area refers to the total amount of conditioned building space that is included within the institutional boundary. The International Energy Code Council (2012) defines conditioned floor area as "the horizontal projection of the floors associated with conditioned space, i.e. any area or room within a building being heated or cooled, containing uninsulated ducts, or with a fixed opening directly into an adjacent conditioned space". Institutions may use any standard definition of conditioned floor area (e.g. ASHRAE, ANSI/BOMA, IECC), as long as it uses the definition consistently.

Construction and Demolition Waste

Consistent with the U.S. Environmental Protection Agency (EPA), construction and demolition (C&D) materials consist of "the debris generated during the construction, renovation, and demolition of buildings, roads, and bridges. C&D materials often contain bulky, heavy materials, such as concrete, wood, metals, glass, and salvaged building components."

Continuing Education

Continuing education (also known as further education) includes non-credit courses and programs that train community members and help build knowledge about particular subjects. Continuing education is inclusive of non-credit, community education and extension courses and programs. Examples include non-degree career training, workforce training, credential maintenance courses, formal personal enrichment courses, self-directed learning and experiential learning (on and off campus). In some cases, non-credit students may earn continuing education units, certification or other evidence of class completion to meet personal or professional requirements.

Courses that Include Sustainability

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

While a foundational course such as chemistry or sociology might provide knowledge that is useful to practitioners of sustainability, it would not be considered to be inclusive of sustainability unless the concept of sustainability or a sustainability challenge is specifically integrated into the course. Likewise, although specific tools or practices such as GIS (Geographical Information Systems) or engineering can be applied towards sustainability, such courses would not count unless they incorporated a unit on sustainability or a sustainability challenge, included a sustainability-focused activity, or incorporated sustainability issues throughout the course.

Cultural Competence

Consistent with the International Organization for Migration (IOM) and the U.S. Department of Health and Human Services, cultural competence is defined in the following way:

> Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. 'Culture' refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. 'Competence' implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities.

Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum.

Degree Days

Degree days are a representation of outside air-temperature data widely used to normalize the effect of outside air temperature on building energy consumption. According to Degree Days.net:

> "Heating degree days", or "HDD", are a measure of how much (in degrees), and for how long (in days), outside air temperature was lower than a specific "base temperature" (or "balance point"). They are used for calculations relating to the energy consumption required to heat buildings.

> "Cooling degree days", or "CDD", are a measure of how much (in degrees), and for how long (in days), outside air temperature was higher than a specific base temperature.

> They are used for calculations relating to the energy consumption required to cool buildings.

Heating and cooling degree day data may be downloaded from DegreeDays.net (international data), Weather Data Depot (U.S. data), U.S. NOAA/National Weather Service (U.S. data), or another official source of national or international weather data.

Degree-Seeking Students
Consistent with the U.S. Department of Education, degree-seeking students include all students enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award. This figure is equivalent to the total number of students (headcount) minus the number of non-credit students (headcount).

Designated Suppliers Program (DSP)
The Designated Suppliers Program, administered by the Worker Rights Consortium, conducts independent screening and verification to proactively select factories that respect and honor worker rights, including the right to sustainable compensation.

Disadvantaged Business
A disadvantaged business is a community-based business that is:
- At least 51 percent owned, managed and controlled by members of socially and/or economically disadvantaged groups. Examples include minority-owned and women-owned businesses.
  And/or
- Located in an economically distressed area and for which local residents comprise 30 percent or more of all employees.

Discrimination Response
Discrimination response (sometimes called bias response or anti-discrimination response) is the coordinated response to incidents and crimes that are motivated by discrimination or bias. The primary goals of anti-discrimination response are to (1) document the occurrence of discriminatory acts or bias incidents, (2) provide support those who have experienced or witnessed an act of discrimination or bias, and (3) develop programs to help to prevent or eliminate discrimination and bias activity.

Bias incidents are defined as incidents of verbal or non-verbal conduct or behavior that are threatening, harassing, intimidating, discriminatory, or hostile and are motivated, in whole or in part, by bias (including, but not limited to, bias based on race, religion, sexual orientation, ethnicity, national origin, ancestry, gender, gender identity, age, language, socio-economic status or disability). Acts of discrimination are adverse actions that are motivated by bias and taken against protected individuals or groups or in retaliation for protected activity. Hate crimes are criminal offenses that are motivated, in whole or in part, by bias. Thus, all acts of

discrimination and hate crimes are bias incidents, but not all bias incidents are acts of discrimination or hate crimes.

Distance Education

Consistent with IPEDS, distance education is education that "uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously".

A distance education course is one in which "the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education."

A distance education program is one for which "all the required coursework for program completion is able to be completed via distance education courses". Distance education students are students who are enrolled in distance education programs, or else exclusively in distance education courses.

Diversity and Equity

Consistent with the University of California, Berkeley, diversity "includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another." More specifically, diversity is:

> …all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

Equity is defined as:

> …the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Ecologically Preferable Materials

Ecologically preferable materials may include OMRI® Listed products (Organic Materials Review Institute) and/or products listed/certified by an IFOAM-endorsed standard.

Electric Vehicle Recharging Stations
Level 2 electric vehicle recharging stations are 208 – 240 volt AC chargers. Level 3 chargers include very high voltages (e.g. 300 - 600 volts DC) and currents, and may also include AC "fast charging" stations ("Level 3 AC").

Eligible Building Space (Design and Construction)
Eligible Building Space (Design and Construction) includes the total floor area of all building space that is eligible for certification under a green building rating system for new construction and for which construction or major renovation was completed during the previous 5 years. Projects that are not intended for occupancy and/or are designed to serve less than 1 Full Time Equivalent (FTE) occupant should be excluded.

Buildings that have registered for certification but are not yet certified should not be counted as certified building space. Institutions may omit such buildings from the calculations for up to 2 years following the completion of construction.

Consistent with the American Society of Heating, Refrigerating and Air- Conditioning Engineers (ASHRAE) and the U.S. Green Building Council (USGBC), floor area is defined as the:

> Sum of the floor areas of the spaces within the building, including basements, mezzanine and intermediate-floored tiers, and penthouses with headroom height of 7.5 ft (2.2 meters) or greater. It is measured from the exterior faces of exterior walls or from the centerline of walls separating buildings, or (for LEED CI certifying spaces) from the centerline of walls separating spaces. Excludes non-enclosed (or non-enclosable) roofed-over areas such as exterior covered walkways, porches, terraces or steps, roof overhangs, and similar features. Excludes air shafts, pipe trenches, and chimneys.

An institution may use another standard definition of floor area (e.g. ANSI/BOMA, IECC), as long as it uses the same definition for both the total floor area of eligible building space and the floor area of building space that is certified and/or sustainably designed and constructed.

Eligible Building Space (Design and Construction) must meet the "Minimum Program Requirements" of a rating system for new construction and major renovations. For example:

1) New Construction and Major Renovations

New construction and major renovation projects must meet the following three "Minimum Program Requirements" of LEED for New Construction and Major Renovations. An eligible building must:

> "[B]e designed for, constructed on, and operated on a permanent location on already existing *land*. No building or space that is designed to move at any point in its lifetime [should be included]."

"[I]nclude a minimum of 1,000 square feet (93 square meters) of gross floor area."

Furthermore, the institution, as the building's owner, "must occupy more than 50% of the building's leasable square footage."

Major renovations should be included if they meet the following definition from USGBC: "involves major HVAC renovation, significant envelope modifications, and major interior rehabilitation" that
- affects more than 50 percent of total building floor area;
- causes more than 50 percent of regular building occupants to relocate; or
- increases total building floor area by more than 50 percent

Buildings that do not meet these requirements and are therefore ineligible for LEED for New Construction and Major Renovations certification should be excluded.

2) Commercial Interiors

Interior improvement projects must meet the following "Minimum Program Requirements" of LEED for Commercial Interiors:

"[B]e designed for, constructed on, and operated on a permanent location on already existing *land*. No building or space that is designed to move at any point in its lifetime [should be included]."

"[P]roject scope must include a complete interior space distinct from other spaces within the same building with regards to at least one of the following characteristics: ownership, management, lease, or party wall separation."

"[I]nclude a minimum of 250 square feet (22 square meters) of gross floor area."

3) Core and Shell

Core and shell projects must meet the following "Minimum Program Requirements" of LEED for Core and Shell:

"[B]e designed for, constructed on, and operated on a permanent location on already existing *land*. No building or space that is designed to move at any point in its lifetime" should be included.

The project "must include the new, ground-up design and construction, or major renovation, of at least one building in its entirety."

"[I]nclude a minimum of 1,000 square feet (93 square meters) of gross floor area"

Eligible Building Space (Operations and Maintenance)
Eligible Building Space (Operations and Maintenance) includes the total floor area of all building space that is eligible for certification under a rating system for existing buildings.

Consistent with the American Society of Heating, Refrigerating and Air- Conditioning Engineers (ASHRAE) and the U.S. Green Building Council (USGBC), floor area is defined as the:

> Sum of the floor areas of the spaces within the building, including basements, mezzanine and intermediate-floored tiers, and penthouses with headroom height of 7.5 ft (2.2 meters) or greater. It is measured from the exterior faces of exterior walls or from the centerline of walls separating buildings, or (for LEED CI certifying spaces) from the centerline of walls separating spaces. Excludes non-enclosed (or non-enclosable) roofed-over areas such as exterior covered walkways, porches, terraces or steps, roof overhangs, and similar features. Excludes air shafts, pipe trenches, and chimneys.

An institution may use another standard definition of floor area (e.g. ANSI/BOMA, IECC), as long as it uses the same definition for both the total floor area of eligible building space and the floor area of building space that is certified and/or sustainably operated and maintained.

Eligible Building Space must meet the "Minimum Program Requirements" of LEED for Existing Buildings: O&M or another rating system for existing buildings. For example, under LEED for Existing Buildings: O&M, an eligible building must:

> "[B]e designed for, constructed on, and operated on a permanent location on already existing *land*. No building or space that is designed to move at any point in its lifetime" should be included.

> "[I]nclude a minimum of 1,000 square feet (93 square meters) of gross floor area."

> "[B]e in a state of *typical physical occupancy*, and all building systems must be operating at a capacity necessary to serve the current occupants, for [...] at least the 12 continuous months immediately preceding the first submission."

Buildings that do not meet minimum program requirements and are therefore ineligible for certification under a green building rating system for existing buildings (e.g. unoccupied buildings and buildings that serve less than 1 Full Time Equivalent occupant) should be excluded.

In addition, buildings that are not owned by the institution and in which the institution is one of multiple tenants may be excluded. If the institution chooses to include such buildings, it must include all multi-tenant buildings that are included in the institution's overall STARS boundary and in which the institution is a tenant; institutions cannot choose to include some leased spaces and omit others. If an institution chooses to include leased spaces, the

institution should count only the square footage of building space it occupies and not the entire building.

Buildings that the institution leases entirely (i.e. the institution is the only tenant) should be included.

Buildings that have registered for certification but are not yet certified should not be counted as certified building space. Institutions may exclude such buildings from their calculations for up to 2 years following registration.

Buildings that have been certified under a rating system that focuses on design and construction (e.g. LEED for New Construction and Major Renovations, LEED for Core & Shell, LEED for Commercial Interiors) may be excluded from the calculations for up to 5 years following the date of certification.

Emissions Inventory
An emissions inventory is a list of emissions sources and estimates of emissions from these sources.

Employees of Contractors
Employees of contractors include all individuals that work on-site as a part of regular campus operations and for whom the contractor is responsible for wages and benefits. "Contractors" refers to the companies that work on campus to provide services. For instance, at many institutions the dining halls, cleaning services, and/or bookstores are operated by private companies and not by the institution itself; these companies work under contract with the institution. Temporary employees, employees of franchises and vendors, and construction and demolition crews may be excluded. Including regular contractors in STARS reporting is a way to ensure consistency among institutions with varied levels of outsourcing.

Endangered and Vulnerable Species
Endangered and vulnerable species include, at minimum, International Union for Conservation of Nature and Natural Resources (IUCN) Red List and national conservation list species at the following levels of extinction risk: Critically endangered, Endangered, Vulnerable, Near threatened, Least concern.

Endowment
Consistent with the U.S. Department of Education, endowment funds are defined as "funds whose principal is nonexpendable (true endowment) and that are intended to be invested to provide earnings for institutional use. Also includes term endowments and funds functioning as endowment."

Energy Intensive Space

Energy intensive space includes laboratory space and healthcare space. In addition to research laboratories and healthcare space, other energy intensive space may include data centers, food production space, non-class or open laboratories, and other facilities that the institution has determined to have an average energy use intensity (EUI) that is at least twice that of office/administrative space. (Energy use intensity is a unit of measurement that represents the energy consumed by a building relative to its size, e.g. 1,000 MMBtu per square metre). For example, according to 2003 Commercial Building Energy Consumption Survey (CBECS) data, the average EUI for U.S. office space is 193 kBtu/ft². Thus, building space with an average EUI of 386 kBtu/ft² or more may be considered to be energy intensive.

Environmentally Sensitive Areas

Consistent with the U.S. Department of Agriculture, environmentally sensitive areas are defined as:

> Those land or water areas containing ecosystems, possibly but not necessarily rare, that are sensitive to external stimuli which may disturb their balance, especially in an irreversible direction.
> (Schwarz, Charles F.; Thor, Edward C.; Elsner, Gary H. 1976. *Wildland planning glossary*. Gen. Tech. Rep. PSW-13. Berkeley, Calif.: U.S. Department of Agriculture, Forest Service, Pacific Southwest Forest and Range Exp. Stn. 252 p.)

Environmentally sensitive areas include, but are not limited to:
- Legally protected areas (IUCN Category I-VI)
- Internationally recognized areas (World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)
- Other ecosystems and habitat types that have unique or significant value to plant and/or animal species; are at risk of disappearing or being degraded; and/or are of cultural significance.

EPEAT

EPEAT is a certification for computers and other electronic products. The standard's evaluation criteria include: energy efficiency, reduction and elimination of environmentally sensitive materials, materials selection, design for end-of-life, product longevity and life cycle extension, end-of-life management, corporate performance, and packaging characteristics. EPEAT currently registers products in 41 countries and regions.

Established Green Building Council (GBC)

An [Established Green Building Council](#) is a GBC that has been granted 'Established' membership status by the World Green Building Council (WGBC). Rating systems for existing buildings used by Established GBCs include LEED, BREEAM, CASBEE, DGNB, Green Star, and IGBC. Further information about GBCs and rating systems/tools is available on the [WGBC website](#).

e-Stewards

The [e-Stewards](#) certification program for electronics recyclers is designed to enable individuals and organizations who dispose of their old electronic equipment to easily identify recyclers that adhere to the highest standard of environmental responsibility and worker protection. e-Stewards Certification is open to electronics recyclers, refurbishers and processors in all developed countries.

EUI-Adjusted Floor Area

EUI-adjusted floor area is a figure that adjusts each institution's actual floor area to account for significant differences in energy use intensity (EUI) between types of building space. Energy use intensity is a unit of measurement that represents the energy consumed by a building relative to its size, for example 1,000 MMBtu per square metre.

STARS calculates the figure according to the following formula. Please note that users will not have to calculate this figure themselves; the result will be calculated automatically when data are entered into the online Reporting Tool.

$$\text{EUI-adjusted floor area} = \{ A + [2 \times (B + C)] + D \}$$

A = Gross floor area of building space (square feet/metres)

B = Floor area of laboratory space (square feet/metres)

C = Floor area of healthcare space (square feet/metres)

D = Floor area of other energy intensive space (square feet/metres)

See also "[Energy Intensive Space](#)".

Fair Labor Association (FLA)

The [Fair Labor Association](#) (FLA) is comprised of apparel businesses, higher education institutions, and non-governmental organizations. Its mission is to promote compliance with international labor laws and standards.

Forest Stewardship Council (FSC)

The [Forest Stewardship Council (FSC)](#) is an independent, non-profit organization that protects forests for future generations. FSC Chain-of-Custody certification traces the path of products from forests through the supply chain, verifying that FSC-certified material is identified or kept separated from non-certified material throughout the chain. FSC Forest Management

certification confirms that a specific area of forest is being managed in line with the FSC Principles and Criteria.

Formally Adopted

Formally adopted plans, policies and procedures are those whose existence and function are integrated into the institution's organizational structure.

Formal Partnership

Since the structure, format, and organization of community collaboration vary across institutions, "formal partnerships" may take different forms at each institution. Generally speaking, formal partnerships are purposeful, lasting, mutually beneficial relationships.

Franchisees

A franchise is a business operated on campus according to a relationship between the owner of a trademark, service mark, brand name, or advertising symbol (the franchisor) and the on-site owner/operator (the franchisee). Examples include name brand "fast food" outlets and coffee shops.

Full-Time Equivalent

Consistent with the Organization for Economic Co-operation and Development (OECD), full-time equivalent (FTE) is defined as follows:

> A full-time equivalent, sometimes abbreviated as FTE, is a unit to measure employed persons or students in a way that makes them comparable although they may work or study a different number of hours per week.

An institution may calculate FTE using any means appropriate given its unique circumstances, for example:

The OECD calculates FTE based on average numbers of hours:

> The unit is obtained by comparing an employee's or student's average number of hours worked to the average number of hours of a full-time worker or student. A full-time person is therefore counted as one FTE, while a part-time worker / student gets a score in proportion to the hours he or she works or studies. For example, a part-time worker employed for 20 hours a week where full-time work consists of 40 hours, is counted as 0.5 FTE.

> The workforce of an enterprise, activity, or country etc. can then be added up and expressed as the number of full-time equivalents. In the context of education the FTE unit attempts to standardize a student's actual course load in comparison with the normal course load.

IPEDS calculates the number of FTE staff by summing the total number of full-time staff and adding one-third of the total number of part-time staff. IPEDS calculates the number of FTE

students in one of two ways: based on student headcounts or based on instructional activity, i.e. the credit and/or contact hours reported by the institution over a twelve month period.

See also "Annualized" and "Weighted Campus Users".

Fundamental International Labor Organization (ILO) Conventions
The ILO's Governing Body has identified eight conventions as "fundamental", covering subjects that are considered as fundamental principles and rights at work: freedom of association and the effective recognition of the right to collective bargaining; the elimination of all forms of forced or compulsory labor; the effective abolition of child labor; and the elimination of discrimination in respect of employment and occupation.

Global Green and Healthy Hospitals Network
The Global Green and Healthy Hospitals Network is a global network of hospitals, health systems and health organizations dedicated to reducing their ecological footprint and promoting public environmental health. The Global Green and Healthy Hospitals Agenda forms the foundation of the Network, which is a project of Health Care Without Harm (HCWH).

Governing Body
Governing body is defined as the highest governing body at the institution with ultimate authority at the site defined by the institutional boundary. This body might be called the board of trustees, board of governors, board of overseers, board of visitors or some other nomenclature. Institutions that are part of larger systems may have several boards that are involved in the institution's operation. The term governing body is intended to describe the board with the most direct involvement in campus governance and with the highest authority at that particular location.

Graduate Courses
Graduate courses are offered as part of the spectrum of education beyond the level of a baccalaureate, i.e. for students who hold bachelor's degrees or above and are taking courses at the graduate level. For the purposes of STARS reporting, a course is either undergraduate or graduate; no course should be identified as both undergraduate-level and graduate-level.

Graduate Students
Graduate students are students enrolled in the spectrum of education beyond the level of a baccalaureate, i.e. students who hold bachelor's degrees or above and are taking courses at the post-baccalaureate level.

Graduation/Success Rate
Graduation rate is defined as the percentage of first-time, first-year students who complete their program within 150 percent of the published time for the program. For example, for a 4-year Baccalaureate degree program, entering students who successfully complete the program within 6 years are counted as graduates.

Success rate (i.e. completion/graduation/transfer rate) is defined as the percentage of students who successfully complete their program or transfer to another institution within 150 percent of the published or expected time for the program. For example, for a two-year Associate degree or certificate program, students that successfully complete the program or transfer to another institution within 3 years are counted as successes.

Institutions may report graduation rates, success rates and/or combined graduation/success rates as appropriate to their particular context and the types of programs offered.

Green-e
Green-e, a program of the Center for Resource Solutions, is an independent certification and verification program for renewable energy and greenhouse gas emission reductions in the retail market. Green-e Climate is a voluntary certification program launched in 2008 that sets consumer-protection and environmental-integrity standards for greenhouse gas (GHG) emission reductions sold in the voluntary market. Green-e Energy is an independent certification and verification program for renewable energy.

Greenhouse Gas Protocol Corporate Standard
The GHG Protocol Corporate Standard, developed by the World Resources Institute and the World Business Council for Sustainable Development, is the most widely used international accounting tool for quantifying GHG emissions. It provides the accounting framework for nearly every GHG program and standard in the world, including the Chicago Climate Exchange and the California Climate Action Registry.

Green Infrastructure
Consistent with the U.S. Environmental Protection Agency (EPA), the term "green infrastructure" refers to:

> ...systems and practices that use or mimic natural processes to infiltrate, evapotranspirate (the return of water to the atmosphere either through evaporation or by plants), or reuse stormwater or runoff on the site where it is generated.

Examples include rainwater harvesting, downspout disconnection, rain gardens, bioswales, permeable pavements, green streets and alleys, green roofs, and urban tree canopy.

Green Seal

Green Seal is a multi-attribute environmental standard that meets the ISO 14024 standards for eco-labeling. The following Green Seal standards cover cleaning and janitorial products:
- GS-1 Sanitary Paper Products
- GS-34 Cleaning and Degreasing Agents
- GS-37 Cleaning Products for Industrial and Institutional Use
- GS-40 Floor-Care Products for Industrial and Institutional Use
- GS-41 Hand Cleaners for Industrial and Institutional Use
- GS-51 Laundry Care Products for Industrial and Institutional Use
- GS-53 Specialty Cleaning Products for Industrial and Institutional Use

Gross Floor Area of Building Space

Gross floor area of building space refers to the total amount of building space that is included within the institutional boundary. Any standard definition of building space may be used (e.g. ASHRAE, ANSI/BOMA, IECC) as long as it is used consistently. Parking structures are included. For guidance on calculating gross square footage of a building, you may also consult 3.2.1 Gross Area of the U.S. Department of Education's *Postsecondary Education Facilities Inventory and Classification Manual*.

Guaranteed Return Trip (GRT) Program

Guaranteed return trip programs support users of alternative modes of transportation by providing transportation in cases of emergencies, for example illnesses, family emergencies or the absence of a carpool and vanpool vehicle.

Healthcare Space

The total amount of building space within the institutional boundary that may be categorized as "Health Care Facilities" (e.g. codes in the 800 series under the Space Use Codes in the US Department of Education's Postsecondary Education Facilities Inventory and Classification Manual). To simplify reporting, institutions with hospitals may report all floor area within hospitals as healthcare space. See also "Energy Intensive Space".

Healthier Hospitals Initiative

The Healthier Hospitals Initiative (HHI) is a U.S. campaign to improve environmental health and sustainability in the health care sector. Eleven of the largest U.S. health systems worked with Health Care Without Harm (HCWH), the Center for Health Design, and Practice Greenhealth to create HHI as a guide for hospitals to reduce energy and waste, choose safer and less toxic products, and purchase and serve healthier foods.

Immersive Educational Programs

Consistent with [Ball State University](), immersive educational programs are learning experiences that are:

> ...designed to bridge content knowledge, skill of application, societal need, and life-long learning. The citizen of the 21st century needs qualities and competencies not easily developed in a traditional teacher-centered classroom: the ability to work in multidisciplinary teams; an appreciation for an array of cultures; an understanding of diverse and changing societies.
>
> Immersive learning experiences require students to manifest their learning in a tangible outcome that lives on and has utility beyond the duration of the experience itself. Through such transformative experiences students should better understand societal issues in global, local, economic, or environmental contexts.

Immersive learning experiences may exhibit most or all of the following characteristics:

- Engage participants in an active learning process that is student-driven, but guided by a faculty mentor
- Produce a tangible outcome or product, such as a business plan, policy recommendation, publication, or work of art
- Involve a team of students, often working on a project that is interdisciplinary in nature
- Include a community partner(s) and create an impact on the larger community as well as on the student participants
- Focus on student learning outcomes
- Help students define a career path or make connections to a profession or industry

Indoor Air Quality (IAQ) Management Program

An indoor air quality management program should be consistent with the U.S. Environmental Protection Agency's [Indoor Air Quality Building Education and Assessment Model (I-BEAM)]() and/or ASHRAE's *Large Building Guidance on Indoor Air Quality* and include, at minimum:

- Regular auditing or monitoring,
- A mechanism for occupants to register complaints, and
- Action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Institution-Catalyzed Carbon Offsets

Institution-catalyzed carbon offsets are generated by what are commonly referred to as "local offsets" programs. In such programs, institutions offset their greenhouse gas emissions by implementing projects that reduce greenhouse gas emissions in the local community. For example, a local offsets program may engage students in weatherizing homes in the surrounding community. As part of the arrangement with the homeowner, the institution would "own" the emissions reductions that result from the program.

Integrated Pest Management (IPM)

Integrated pest management uses a combination of biological, cultural, physical/mechanical and chemical management tools to solve pest problems while minimizing risks to people and the environment. The U.S. Environmental Protection Agency describes the four-tiered approach to integrated pest management as follows:

> **Set Action Thresholds**–Before taking any pest control action, IPM first sets an action threshold, a point at which pest populations or environmental conditions indicate that pest control action must be taken. Sighting a single pest does not always mean control is needed. The level at which pests will become an economic threat is critical to guide future pest control decisions.

> **Monitor and Identify Pests–**Not all insects, weeds, and other living organisms require control. Many organisms are innocuous, and some are even beneficial. IPM programs work to monitor for pests and identify them accurately, so that appropriate control decisions can be made in conjunction with action thresholds. This monitoring and identification removes the possibility that pesticides will be used when they are not really needed or that the wrong kind of pesticide will be used.

> **Prevention**–As a first line of pest control, IPM programs work to manage the crop, lawn, or indoor space to prevent pests from becoming a threat. In an agricultural crop, this may mean using cultural methods, such as rotating between different crops, selecting pest-resistant varieties, and planting pest-free rootstock. These control methods can be very effective and cost-efficient and present little to no risk to people or the environment.

> **Control**–Once monitoring, identification, and action thresholds indicate that pest control is required, and preventive methods are no longer effective or available, IPM programs then evaluate the proper control method both for effectiveness and risk. Effective, less risky pest controls are chosen first, including highly targeted chemicals, such as pheromones to disrupt pest mating, or mechanical control, such as trapping or weeding. If further monitoring, identifications and action thresholds indicate that less risky controls are not working, then additional pest control methods would be employed, such as targeted spraying of pesticides. Broadcast spraying of non-specific pesticides is a last resort.

Investment Pool

Consistent with the National Association of College and University Business Officers (NACUBO), "investment pool" is defined as:

> The predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies.

Laboratory Space
The total amount of building space within the institutional boundary that may be categorized as "research laboratories" (e.g. code 250 under the Space Use Codes in the US Department of Education's Postsecondary Education Facilities Inventory and Classification Manual). To simplify reporting, institutions may report all floor area within buildings that contain research laboratories as laboratory space. See also "Energy Intensive Space".

Leave No Trace Principles
The Leave No Trace Center for Outdoor Ethics has produced Seven Principles covering responsible enjoyment of the outdoors.

LEED
LEED (Leadership in Energy and Environmental Design) is described by the U.S. Green Building Council as "a voluntary, consensus-based, market-driven program that provides third-party verification of green buildings". LEED certifications that are applicable to new construction and major renovations include:
- LEED for New Construction and Major Renovations
- LEED for Core & Shell
- LEED for Commercial Interiors
- LEED for Healthcare
- **LEED for Schools**

LEED for New Construction and Major Renovations is a design and construction green building rating system. This was the first rating system developed by USGBC and is the most popular design and construction certification for U.S. and Canadian colleges and universities. The U.S. Green Building Council describes "When to Use LEED for New Construction" as follows.

- LEED for New Construction was designed primarily for new commercial office buildings, but it has been applied to many other building types by LEED practitioners. All commercial buildings, as defined by standard building codes, are eligible for certification as LEED for New Construction buildings. Examples of commercial occupancies include offices, institutional buildings (libraries, museums, churches, etc.), hotels, and residential buildings of 4 or more habitable stories.

- LEED for New Construction addresses design and construction activities for both new buildings and major renovations of existing buildings. A major renovation involves major HVAC renovation, significant envelope modifications, and major interior rehabilitation. For a major renovation of an existing building, LEED for New Construction is the appropriate rating system. If the project scope does not involve significant design and construction activities and focuses more on operations and maintenance activities, LEED for Existing Buildings: Operations & Maintenance is more appropriate because it addresses operational and maintenance issues of working buildings.

- Some projects are designed and constructed to be partially occupied by the owner or developer, and partially occupied by others tenants. In such projects, the owner or developer has direct influence over the portion of the work that they occupy. For such a project to pursue LEED for New Construction certification, the owner or tenant must occupy more than 50% of the building's leasable square footage. Projects in which 50% or less of the building's leasable square footage is occupied by an owner should pursue LEED for Core & Shell certification.

LEED for Core and Shell is a green building design and construction rating system for developers of multi-tenant buildings. The U.S. Green Building Council describes "When to Use LEED for Core and Shell":

- The LEED for Core & Shell Rating System is a market-specific application that recognizes the unique nature of core and shell development. The LEED for Core & Shell Rating System acknowledges the limited level of influence a developer can exert in a speculatively developed building.

- LEED for Core & Shell was developed to serve the speculative development market, in which project teams do not control all scopes of a whole building's design and construction. Depending on how the project is structured, this scope can vary significantly from project to project. The LEED for Core & Shell Rating System addresses a variety of project types and a broad project range.

- LEED for Core & Shell can be used for projects in which the developer controls the design and construction of the entire core and shell base building (e.g. mechanical, electrical, plumbing, and fire protection systems) but has no control over the design and construction of the tenant fit-out. Examples of this type of project can be a commercial office building, medical office building, retail center, warehouse, and lab facility.

- If a project is designed and constructed to be partially occupied by the owner or developer, then the owner or developer has direct influence over that portion of the interior build-out work. For these projects to pursue LEED for Core & Shell certification, the owner must occupy 50% or less of the building's leasable square footage. Projects in which more than 50% of the building's tenant space is occupied by a owner should pursue LEED for New Construction certification.

LEED for Commercial Interiors is a green building design and construction rating system for tenant improvement projects. The U.S. Green Building Council describes "When to Use LEED for Commercial Interiors":

LEED for Commercial Interiors addresses the specifics of tenant spaces primarily in office, retail, and institutional buildings. Tenants who lease their space or do not occupy the entire building are eligible.

[LEED for Healthcare](#) guides the design and construction of both new buildings and major renovations of existing buildings, and can be applied to inpatient, outpatient and licensed long-term care facilities, medical offices, assisted living facilities and medical education and research centers.

[LEED for Schools](#) addresses design and construction activities for both new school buildings and major renovations of existing school buildings. LEED for Schools must be used for the new construction or major renovation of an academic building. While LEED for Schools was designed for K-12 facilities, it may also be used for postsecondary academic buildings or prekindergarten buildings.

LEED for Existing Buildings: Operations & Maintenance
The Leadership in Energy and Environmental Design (LEED) for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System was developed by the [U.S. Green Building Council](#). USGBC describes "When to Use LEED for Existing Buildings: Operations & Maintenance" as follows:

> LEED for Existing Buildings: Operations & Maintenance was designed to certify the sustainability of ongoing operations of existing commercial and institutional buildings. All such buildings, as defined by standard building codes, are eligible for certification under LEED for Existing Buildings: Operations & Maintenance and include offices, retail and service establishments, institutional buildings (libraries, schools, museums, churches, etc.), hotels, and residential buildings of 4 or more habitable stories.

> LEED for Existing Buildings: Operations & Maintenance provides owners and operators of existing buildings an entry point into the LEED certification process and is applicable to the following: building operations, processes, systems upgrades, minor space-use changes, and minor facility alterations or additions; and buildings new to LEED certification as well as buildings previously certified under LEED for New Construction, LEED for Schools, or LEED for Core & Shell; these may be either ground up new construction or existing buildings that have undergone major renovations.

> LEED for Existing Buildings: Operations & Maintenance encourages owners and operators of existing buildings to implement sustainable practices and reduce the environmental impacts of their buildings over their functional life cycles. Specifically, the rating system addresses exterior building site maintenance programs, water and energy use, environmentally preferred products and practices for cleaning and alterations, sustainable purchasing policies, waste stream management, and ongoing indoor environmental quality. LEED for Existing Buildings: Operations & Maintenance is targeted at single buildings, whether owner occupied, multitenant, or multiple-building campus projects. It is a whole-building rating system; individual tenant spaces are ineligible.

Life Cycle Cost Analysis
Total cost of ownership (TCO) estimates the total life cycle direct and indirect costs of an asset in a single monetary figure. Life Cycle Cost Analysis (LCCA) is the process used to estimate an asset's TCO. In addition to purchase price, LCCA incorporates future costs such as maintenance, replacement of parts, energy use and disposal, and evaluates them on the basis of Net Present Value. LCCA can also be used to incorporate environmental and social life cycle costs, such as the cost of purchasing pollution offsets or monitoring labor practices.

Living Building Challenge
The Living Building Challenge (LBC) is a program of the International Living Future Institute, a "non-governmental organization (NGO) committed to catalyzing a global transformation toward true sustainability". The Living Building Challenge, a philosophy, advocacy tool and certification program that addresses development at all scales. It is comprised of seven performance areas (Site, Water, Energy, Health, Materials, Equity and Beauty), which are further subdivided into a total of twenty Imperatives.

Local
While recognizing that institutions may define "local" in various ways based on their context, for purposes of STARS reporting "local" is defined as being based or originating within 250 miles (400 kilometres) of the institution (regardless of road mileage or terrain, i.e. "as the crow flies").

Locale
The locale or setting of institution's main campus may be classified as one of the following:
- Large City: A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000.
- Mid-size City: A central city of a CMSA or MSA, with the city having a population less than 250,000.
- Urban Fringe of a Large City: Any territory within a CMSA or MSA of a Large City and defined as urban by a national census bureau or the equivalent.
- Urban Fringe of a Mid-size City: Any territory within a CMSA or MSA of a Mid-size City and defined as urban by a national census bureau or the equivalent.
- Large Town: An incorporated place or census-designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.
- Small Town: An incorporated place or census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.
- Rural: Any territory designated as rural by a national census bureau or the equivalent.

Low Impact Development (LID)

Consistent with U.S. Environmental Protection Agency (EPA), Low Impact Development (LID) is defined as:

> …an approach to land development (or re-development) that works with nature to manage stormwater as close to its source as possible. LID employs principles such as preserving and recreating natural landscape features, minimizing effective imperviousness to create functional and appealing site drainage that treat stormwater as a resource rather than a waste product. There are many practices that have been used to adhere to these principles such as bioretention facilities, rain gardens, vegetated rooftops, rain barrels, and permeable pavements. By implementing LID principles and practices, water can be managed in a way that reduces the impact of built areas and promotes the natural movement of water within an ecosystem or watershed. Applied on a broad scale, LID can maintain or restore a watershed's hydrologic and ecological functions. LID has been characterized as a sustainable stormwater practice by the Water Environment Research Foundation and others.

> LID can be applied to new development, redevelopment, or as retrofits to existing development. LID has been adapted to a range of land uses from high density ultra-urban settings to low density development.

Low-Income Students

Institutions may use any standard and accepted means to identify low-income students that is appropriate for their particular context. In the U.S., for example, an institution may define low-income students as students whose family taxable income does not exceed 150 percent of the poverty level (U.S. federal TRIO Program criteria) or use the number of Pell Grant recipients and/or Pell Grant eligibility criteria as a proxy to identify low-income students.

Materials Disposed

Materials disposed include any solid waste that was sent for disposal in a municipal waste landfill or incinerator.

Materials Diverted

Materials diverted include any solid waste that was destined for disposal in a municipal waste landfill or incinerator but was diverted by recycling, composting, donating, re-selling, or reusing.

Measurable Objectives

Measurable objectives are concrete criteria used to assess progress toward the attainment of a goal or target. Examples of measurable objectives include annual reductions in resource consumption, number of people directly affected by a program or initiative, or financial savings.

Measurable Outcomes

Measurable outcomes are positive and objective results attributable to the innovative policy, practice, or program. Examples of measurable outcomes include annual reductions in resource consumption as a result of the innovation, number of people directly affected by the innovation, or financial savings as a result of the innovation.

Minimal Nutritional Value

Consistent with the U.S Department of Agriculture, products of minimal nutritional value include soda, chewing gum, water ices that do not contain fruit or fruit juices, and candies made predominantly from sweeteners or artificial sweeteners (e.g. hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy coated popcorn).

Minimum Performance Threshold

Minimum performance thresholds are benchmarks against which campus performance may be assessed for scoring purposes. The thresholds used in STARS were established as follows:

OP 1: Greenhouse Gas Emissions

The minimum performance threshold for Part 3 was calculated at the first decile of Scope 1 and 2 GHG emissions for institutions reporting under STARS 1.0-1.2 and participating in the American College & University Presidents' Climate Commitment.

OP 8: Building Energy Consumption

The minimum performance threshold for Part 2 was calculated at the first decile of building energy consumption for those institutions that reported under STARS 1.0-1.2 and that also reported heating and cooling degree days under the American College & University Presidents' Climate Commitment.

OP 23: Waste Minimization

The minimum performance threshold in Part 2 was calculated at the first decile of waste generation for institutions that reported under STARS 1.0-1.2.

PA 12: Workplace Health and Safety

The minimum performance threshold for Part 2 was determined based on 2011 workplace injury and illness data for the educational services sector from the U.S. Department of Labor, Bureau of Labor Statistics.

Mobile Sources

Mobile sources of air pollutants includes emissions from cars, buses, car, tractor engines, lawn care equipment, and other motor vehicles, engines and equipment that can be moved from one location to another.

More Sustainable Commuting Options

More sustainable commuting options include transportation modes that do not involve single-occupancy vehicles (i.e. cars with only the driver in the vehicle). Thus, the following commuting options are classified as more sustainable for purposes of STARS reporting: walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting or any combination of these options.

Natural Wastewater Systems

Natural wastewater systems use plants and bacteria to break down and neutralize pollutants in wastewater and have minimal dependence on mechanical elements. Natural systems minimize the use of chemicals and require little energy to operate. Examples include constructed treatment wetlands, Living Machines and other technologies that treat wastewater by mimicking the biological, chemical and physical processes occurring in natural wetlands.

Negative Screens

Consistent with the Responsible Endowments Coalition negative screens are defined as follows:

> Sometimes investors exclude certain companies or industries from their portfolios by negatively screening their funds. For example, an investor may decide to screen out:
> o Tobacco companies
> o Alcohol companies
> o Gambling companies
> o Weapons manufacturers
> o Nuclear power companies
> o Resource extractors (coal, oil and gas)
> o Companies with especially poor human rights or environmental records
>
> … Divestment is the act of selling all of one's shares of a given company or type of asset for an explicit political or social reason. Divestment is perhaps the most extreme action an investor can take to reprimand irresponsible corporations.

Non-Credit Students

Non-credit or community education students are students that are enrolled in courses for personal or professional interest and are not seeking a degree or formal award. In some cases, non-credit students can earn continuing education units, certification or other evidence of class completion to meet personal or professional requirements. This figure is equivalent to the total number of students (headcount) minus the number of degree-seeking students (headcount).

Non-Traditional Students

Consistent with the National Center for Educational Statistics (U.S.), non-traditional students include students who "have family and work responsibilities as well as other life

circumstances that can interfere with successful completion of educational objectives." The definition of non-traditional students may vary according to institution type and context, however examples may include:

- Students who attend part-time
- Student with dependents other than a spouse or partner
- Single parents
- Student who work full-time while enrolled
- Students who are financially independent from parents
- Students who did not receive a standard secondary school diploma but who earned some type of certificate of completion

Office Paper

Consistent with the U.S. Environmental Protection agency (EPA), office paper is defined as "high grade papers such as copier paper, computer printout, and stationery".

Officer

"Officer" is inclusive of coordinators, managers, directors, and the equivalent.

Open Access

Consistent with the Budapest Open Access Initiative, open access is defined as follows:

> By "open access" to [peer-reviewed research literature], we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited.

An index of existing open access repositories is available at opendoar.org.

Organic Land Care Standard

An organic landscape management program may be based on one of the following organic land care standards:

- The SOUL Organic Land Care Standard
- The Northeast Organic Farming Association's Standards for Organic Land Care
- CCOF Tilth's Organic Land Care Policies & Standards
- An organic land care standard endorsed by IFOAM (International Federation of Organic Agriculture Movements)

See also "Certified Organic".

Positive Screens
A positively screened fund is one in which managers proactively select businesses based on exemplary social and/or environmental performance.

Potable Water
Potable water (or "finished" water) is water that meets local and/or national standards governing drinking water. By contrast, non-potable water is water that does not, or may not, meet drinking water quality standards.

Poverty Guideline, Threshold or Low-Income Cut-Off
An official indicator used to determine poverty level and/or eligibility for public benefits to meet basic needs. For example, in the 48 contiguous U.S. states and the District of Columbia, the official 2013 poverty guideline for a family of four is $23,550, which is equivalent to $11.32 per hour. 120 percent of the guideline is $28,260 or $13.59 per hour. There is no official poverty guideline or threshold for Canada, however an institution may use the appropriate Low Income Cut-Off (LICO) for a family of four.

In locations where no appropriate poverty guideline exists, institutions are encouraged to use the best available methodology that is appropriate for their context. At minimum, such an institution may adjust the U.S. poverty indicator by the ratio of their country's Gross Domestic Product (GDP) per capita to the U.S. GDP per capita. GDP per capita figures may be drawn from the CIA World Factbook.

Practice Greenhealth
Practice Greenhealth is a U.S-based nonprofit membership organization founded on the principles of positive environmental stewardship and best practices by organizations in the healthcare community.

Producer
A producer is any entity involved in growing, raising, harvesting, processing or manufacturing a food or beverage product (e.g. farmer, rancher, artisan, cooperative, corporation, business). Distributors, bottlers and packers are not considered to be producers.

Protected Areas
Consistent with the International Union for Conservation of Nature (IUCN):
> A protected area is a clearly defined geographical space, recognised, dedicated and managed, through legal or other effective means, to achieve the long term conservation of nature with associated ecosystem services and cultural values. (IUCN Definition 2008)

Protected areas may include, but are not limited to, national parks, wilderness areas, community conserved areas, nature reserves.

Proxy Voting

Consistent with the Responsible Endowments Coalition, proxy voting is defined as follows:

> Shareholders vote on resolutions before or during the annual meeting. Roughly one month before the meeting, each company sends out an Annual Proxy Statement containing the year's resolutions to all shareholders for them to vote on, (in person, online, by mail or by phone). They can also vote in person at the meeting.

R2 Standard

The R2 Standard sets forth requirements relating to environmental, health, safety, and security aspects of electronics recycling. R2 also requires e-recyclers to assure that more toxic material streams are managed safely and responsibly by downstream vendors-all the way to final disposition. It also prohibits e-recyclers and their downstream vendors from exporting these more toxic materials to countries that have enacted laws making their import illegal.

Rainwater/Stormwater Runoff

Rainwater (also known as stormwater) runoff refers to water from precipitation that flows over land or impervious surfaces into bodies of water or sewer systems.

Real Food Calculator

The Real Food Challenge (RFC) is a U.S.-based campaign and network of student food activists. The RFC manages and hosts the Real Food Calculator, a tool to track institutional food and beverage purchasing over time. The Real Food Campus Commitment is a pledge by which an institution commits to formally prioritizing sustainable or "real" food. The pledge includes increasing procurement of real food, increasing institutional transparency and increasing student and community engagement.

Recycled/Reused Water

Recycled/reused water includes water reused in closed loop systems, graywater that is recovered and reused, and blackwater that is reclaimed and reused. Reuse applications may include, but are not limited to, agricultural and landscape irrigation, industrial and cooling processes, and toilet flushing. Recycled/reused water includes water that is treated prior to reuse and water that is not treated prior to reuse.

Renewable Energy Certificates (RECs)

Green-e provides the following definition of RECs (also known as green tags, renewable energy credits, renewable electricity certificates, and tradable renewable certificates):

> When a renewable energy facility operates, it creates electricity that is delivered into a vast network of transmission wires, often referred to as "the grid." The grid is segmented into regional power networks called pools. To help facilitate the sale of renewable electricity nationally, a system was established that separates renewable electricity generation into two parts: the electricity or electrical energy produced by a renewable generator and the renewable "attributes" of that generation. (These

attributes include the tons of greenhouse gas that were avoided by generating electricity from renewable resources instead of conventional fuels, such as coal, nuclear, oil, or gas.) These renewable ("green") attributes are sold separately as renewable energy certificates (RECs). One REC is issued for each megawatt-hour (MWh) unit of renewable electricity produced. The electricity that was split from the REC is no longer considered "renewable" and cannot be counted as renewable or zero-emissions by whoever buys it.

RECs contain specific information about the renewable energy generated, including where, when, at what facility, and with what type of generation. Purchasers of RECs are buying the renewable attributes of those specific units of renewable energy, which helps offset conventional electricity generation in the region where the renewable generator is located.

Representative Sample

A representative sample is a subset of a statistical population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. For example, in a student population of 1000 students in which 25 percent of the students are enrolled in a business school, 50 percent are enrolled in humanities programs, and 25 percent are enrolled in science programs, a representative sample might include 200 students: 50 business students, 100 humanities students, and 50 science students. Likewise, a representative sample of purchases should accurately reflect the institution's total purchases, accounting for seasonal and other variations in product availability and purchasing.

Residential Space

The total amount of building space within the institutional boundary that may be categorized as "Residential Facilities" (e.g. codes in the 900 series under the Space Use Codes in the US Department of Education's Postsecondary Education Facilities Inventory and Classification Manual).

Residential Students

The number of students living in any residence hall or housing facility within the institutional boundary that is owned or controlled by the institution.

Scholarly Articles

Scholarly articles are peer-reviewed articles covering the fruits of research, e.g. as presented in scholarly journals and conference proceedings.

Scope 1 and Scope 2 GHG Emissions

Scope 1 GHG emissions are direct GHG emissions occurring from sources that are owned or controlled by the institution. Scope 1 emission sources include:

- Combustion of fuels to produce electricity, steam, heat, or power using equipment in a fixed location such as boilers, burners, heaters, furnaces, incinerators
- Combustion fuels by institution-owned cars, tractors, buses, and other transportation devices

Scope 2 GHG emissions are indirect GHG emissions that are a consequence of activities that take place within the organizational boundaries of the institution, but that occur at sources owned or controlled by another entity. Scope 2 emission sources include purchased electricity, purchased heating, purchased cooling, and purchased steam.

Scope 3 GHG Emissions
Scope 3 GHG emissions are all indirect emissions not covered in Scope 2. Consistent with the WRI Corporate Value Chain (Scope 3) Standard, Scope 3 GHG emissions sources include:
  Upstream Scope 3 emissions
- Purchased goods and services
- Capital goods
- Fuel- and energy-related activities (not included in scope 1 or scope 2)
- Upstream transportation and distribution
- Waste generated in operations
- Business travel
- Commuting (employee and student)
- Upstream leased assets
  Downstream Scope 3 emissions
- Downstream transportation and distribution
- Processing of sold products
- Use of sold products
- End-of-life treatment of sold products
- Downstream leased assets
- Franchises
- Investments

Shareholder Resolution
Consistent with the Responsible Endowments Coalition, shareholder resolutions are defined as:

Formal statements that are sent annually to every single shareholder of a publicly traded company on a "proxy ballot." Shareholder resolutions are also known as shareholder proposals or proxy resolutions. These resolutions usually work like a nonbinding referendum on a specific issue within a firm.

Significant Air Emissions

Significant air emissions include sources that are regulated under international conventions and/or national laws or regulations, including those listed on environmental permits for the institution's operations.

For example, according to the Environmental Resource Center for Higher Education, campus operations that are regulated under the various programs of the U.S. Clean Air Act, or that may produce regulated emissions, include:
- boilers, emergency generators, and other combustion sources
- bakeries
- paint booths
- book preservation operations
- degreasing operations
- petroleum storage tanks
- art studios and other production facilities
- chillers and HVAC equipment
- wastewater treatment plants
- swimming pools disinfected with chlorine gas
- ammonia refrigeration plants
- offsite waste and recovery operations (OSWROs)
- hospital/medical/infectious waste incinerators (HMIWIs)
- publicly owned treatment works (POTWs)
- pharmaceuticals production
- printing/publishing

Social Enterprise

Consistent with Social Enterprise Europe, social enterprises are defined as "businesses whose prime purpose is social, who operate ethically and are democratically owned and governed." Social enterprises may include, but are not limited to, organizations that are nominally part of the social and solidarity economy, e.g. fair and ethical trade organizations, self-help organizations, and cooperatives.

Source-Site Ratio

Also known as "primary energy factor (PEF)", the U.S. Environmental Protection Agency (EPA) defines source-site ratio in the following way:

> Most building managers are familiar with site energy, the amount of heat and electricity consumed by a building as reflected in utility bills. Site energy may be delivered to a facility in one of two forms: primary and/or secondary energy. Primary energy is the raw fuel that is burned to create heat and electricity, such as natural gas or fuel oil used in onsite generation. Secondary energy is the energy product (heat or electricity) created from a raw fuel, such as electricity purchased from the grid or heat received from a district steam system. A unit of primary and a unit of secondary energy

consumed at the site are not directly comparable because one represents a raw fuel while the other represents a converted fuel. Therefore, in order to assess the relative efficiencies of buildings with varying proportions of primary and secondary energy consumption, it is necessary to convert these two types of energy into equivalent units of raw fuel consumed to generate that one unit of energy consumed on-site. To achieve this equivalency, EPA uses the convention of source energy.

When primary energy is consumed on site, the conversion to source energy must account for losses that are incurred in the storage, transport and delivery of fuel to the building. When secondary energy is consumed on site, the conversion must account for losses incurred in the production, transmission, and delivery to the site. The factors used to restate primary and secondary energy in terms of the total equivalent source energy units are called the source-site ratios.

Stakeholder Engagement

Consistent with the AccountAbility Stakeholder Engagement Standard (AA1000SES), stakeholders and stakeholder engagement are defined as follows:

Stakeholders are those groups who affect and/or could be affected by an organisation's activities, products or services and associated performance. This does not include all those who may have knowledge of or views about the organisation. Organisations will have many stakeholders, each with distinct types and levels of involvement, and often with diverse and sometimes conflicting interests and concerns.

[...]

Stakeholder engagement is the process used by an organisation to engage relevant stakeholders for a purpose to achieve accepted outcomes. Quality stakeholder engagement must:
- Be based on a commitment to the AA1000APS principles;
- Clearly define scope;
- Have an agreed decision making process;
- Focus on issues material to the organisation and/or its stakeholders;
- Be integral to organisational governance;
- Be transparent;
- Have a process appropriate to the stakeholders engaged;
- Be timely; and
- Be flexible and responsive.

Stationary Sources

Stationary sources of air pollutant emissions include boilers, furnaces, generators and other significant, non-moving sources of air emissions. (Generators are considered to be stationary sources, even though they may be portable).

Strategic Plan

A strategic plan is the highest guiding document for an institution. Strategic planning is the process of defining a strategy or direction and making decisions on allocating resources to pursue the strategy. A strategic plan thus serves as a statement of where the institution wants to go and how it plans to get there. Strategic plans often establish goals, objectives, strategies, and/or performance measures. An equivalent guiding document may be known under a different name.

Student-Governed

Student-governed programs are projects and initiatives in which students represent a majority of voting members of the decision-making group. Student-governed programs may be funded by the institution and may include faculty and/or staff advisors, but the primary decision-making authority is with students. All other programs should be considered institution-governed.

Sustainability Courses

Sustainability courses are courses in which the *primary and explicit* focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter). This includes:

1) Foundational courses in which the primary and explicit focus is on sustainability as an integrated concept having social, economic, and environmental dimensions. Obvious examples include Introduction to Sustainability, Sustainable Development, and Sustainability Science, however courses may also count if their course descriptions indicate a primary and explicit focus on sustainability.

2) Courses in which the primary and explicit focus is on the application of sustainability within a field. As sustainability is an interdisciplinary topic, such courses generally incorporate insights from multiple disciplines. Obvious examples include Sustainable Agriculture, Architecture for Sustainability, and Sustainable Business, however courses may also count if their course descriptions indicate a primary and explicit focus on sustainability within a field.

3) Courses in which the primary focus is on providing skills and/or knowledge *directly* connected to understanding or solving one or more major sustainability challenges. A course might provide knowledge and understanding of the problem or tools for solving it, for example Climate Change Science, Renewable Energy Policy, Environmental Justice, or Green Chemistry. Such courses do not necessarily cover "sustainability" as a concept, but should address more than one of the three dimensions of sustainability (i.e. social wellbeing, economic prosperity, and environmental health).

While a foundational course such as chemistry or sociology might provide knowledge that is useful to practitioners of sustainability, it would not be considered a sustainability course. Likewise, although specific tools or practices such as GIS (Geographical Information Systems)

or engineering can be applied towards sustainability, such courses would not count as sustainability courses unless their primary and explicit focus is on sustainable applications. If there is a sustainability unit, module or activity within one of these courses, but it is not the main focus, the course may be counted as a course that includes sustainability.

Sustainability-Focused Program

Sustainability-focused programs are interdisciplinary academic programs that concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions. The courses required for the successful completion of the program educate students about how different dimensions of sustainability relate to and support each other in theory and practice. The sustainability focus of such a program should be explicit in the program title or description.

Sustainability Learning Outcomes

Consistent with the United Nations Educational, Scientific and Cultural Organization (UNESCO), student learning outcomes are defined as:

> Statements of what a learner is expected to know, understand, and be able to demonstrate after completion of a process of learning as well as the specific intellectual and practical skills gained and demonstrated by the successful completion of a unit, course, or programme. Learning outcomes, together with assessment criteria, specify the minimum requirements for the award of credit, while grading is based on attainment above or below the minimum requirements for the award of credit. Learning outcomes are distinct from the aims of learning in that they are concerned with the achievements of the learner rather than with the overall intentions of the teacher.

Sustainability learning outcomes are statements that outline the specific sustainability knowledge and skills that a student is expected to have gained and demonstrated by the successful completion of a unit, course, or program. Learning outcomes do not necessarily have to use the term "sustainability" to count as long as they collectively address sustainability as an integrated concept having social, economic, and environmental dimensions. For example, an institution may have adopted a set of sustainability learning outcomes for its general education program that cover systems thinking, interdisciplinary capacities, social responsibility, and an understanding of the carrying capacity of ecosystems. Each outcome does not have to include the term "sustainability" for the set to be considered sustainability learning outcomes. Likewise, however, none of those outcomes would be considered a sustainability learning outcome on their own.

The Council for Higher Education Accreditation (CHEA) in the U.S. has further elaborated on student learning outcomes in the context of institutional accreditation:

> Student learning outcomes are properly defined in terms of the knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences. [...]

Evidence of student learning outcomes can take many forms, but should involve direct examination of student performance - either for individual students or for representative samples of students. Examples of the types of evidence that might be used appropriately in accreditation settings include (but are not limited to):
- Faculty-designed comprehensive or capstone examinations and assignments.
- Performance on licensing or other external examinations.
- Professionally judged performances or demonstrations of abilities in context.
- Portfolios of student work compiled over time.
- Samples of representative student work generated in response to typical course assignments.

Information generated by methods like student satisfaction surveys, focus groups, or interviews are certainly useful in the accreditation process, but do not in themselves constitute direct evidence of student learning outcomes.

Sustainability Research

Consistent with the U.S. Department of Health and Human Services, research is defined as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge." Academic research activities may be basic (i.e. with no defined application in mind), applied (i.e. designed to meet a specific, recognized need), or developmental (i.e. aimed toward the production of useful devices, methods, or processes) in nature, as long as they include scholarly components (e.g. appropriate methods, significant results, effective presentation, reflective critique, rigor, peer review).

Sustainability research is research that leads toward solutions that simultaneously support social wellbeing, economic prosperity, and ecological health. It includes academic research that:
- Explicitly addresses sustainability and/or furthers our understanding of the interconnectedness of social, economic and environmental issues;
- Contributes directly toward solving one or more major sustainability challenge (e.g. contributes toward achieving principles outlined in the Earth Charter); and/or
- Engages community members with the aim of combining knowledge and action to achieve positive social, economic and environmental outcomes (e.g. participatory and community-based research and engaged scholarship)

Sustainable Compensation

Sustainable compensation is defined as wages and benefits that are sufficient to meet the basic economic, physical, and social needs of employees and their dependents. See also "Basic Needs".

Sustainable Sites Initiative

The Sustainable Sites Initiative (SITES) is an interdisciplinary effort by the American Society of Landscape Architects, the Lady Bird Johnson Wildflower Center at The University of Texas at

Austin and the United States Botanic Garden to create voluntary guidelines and performance benchmarks for sustainable land design, construction and maintenance practices.

Terminal Degree

A terminal degree is the highest academic degree in a given field of study, which in many cases is an earned academic or research doctorate. An institution may use any definition of terminal and non-terminal degrees that is appropriate given its unique circumstances.

Third-Party Verified Purchased Carbon Offsets

Third-party verified carbon offsets are purchased by outside vendors. Green-e Climate, the Voluntary Climate Standard, and the Gold Standard are three organizations that provide third-party certification for carbon offsets. These standards provide assurance that offsets are real, measured, permanent, verified, and beyond business-as-usual GHG emission reductions.

Total Campus Area

The total amount of land within the institutional boundary, including the footprint of the institution's buildings.

Total Cost of Ownership (TCO)

Total cost of ownership (TCO) is a monetary figure that expresses the total life cycle direct and indirect costs of an asset.

Tree Campus USA

Tree Campus USA is a program of the Arbor Day Foundation. The program recognizes college and university campuses that:
- Effectively manage their campus trees;
- Develop connectivity with the community beyond campus borders to foster healthy, urban forests; and
- Strive to engage their student population utilizing service learning opportunities centered on campus, and community, forestry efforts.

U.S. colleges and universities can be recognized as a Tree Campus USA college by meeting five standards developed to promote healthy trees and student involvement.

UL Environment (EcoLogo)

The UL Environment (EcoLogo) Program is a multi-attribute environmental standard that meets the ISO 14024 standards for eco-labeling. The following UL Environment (EcoLogo) standards cover cleaning and janitorial products:
- CCD-051: Paint and Varnish Remover
- CCD-082: Toilet Tissue
- CCD-085: Kitchen Towels
- CCD-086: Hand Towels
- CCD-104: Hand Cleaners - Industrial & Institutional
- CCD-105: Laundry Detergents and Fabric Softeners

- CCD-106: Laundry Bleach
- CCD-107: Odor Control Products
- CCD-110: Cleaning and Degreasing Compounds: Biologically-based
- CCD-112: Biological Digestion Additives for Cleaning and Odour Control
- CCD-113: Drain and/or Grease Trap Additives - Biologically Based
- CCD-126: Plastic Film Products
- CCD-166: Disinfectants and Disinfectant Cleaners
- CCD-146: Hardsurface Cleaners
- CCD-147: Floor Care Products
- CCD-148: Carpet and Upholstery Cleaners
- CCD-165: Urinal Blocks
- CCD-170: Instant Hand Antiseptic Products

Undergraduate Courses

Undergraduate courses are included in courses of study leading up to the level of a baccalaureate, i.e. 4 or 5-year bachelor's degree programs, associate's degree programs, or vocational or technical programs below the baccalaureate. For the purposes of STARS reporting, a course is either undergraduate or graduate; no course should be identified as both undergraduate-level and graduate-level.

Undergraduate Students

Undergraduate students are students enrolled in courses of study leading up to the level of a baccalaureate, i.e. 4- or 5-year bachelor's degree programs, associate's degree programs, or vocational or technical programs below the baccalaureate.

Underrepresented Groups

Consistent with the University of California, Berkeley, underrepresented groups are groups who have been denied access and/or suffered past institutional discrimination and/or have been marginalized and are currently underrepresented. These groups may include, but are not limited to, racial, ethnic and immigrant populations; people with disabilities; lesbian, gay, bisexual, and transgender individuals; adult learners; veterans; and individuals from different religious groups and economic backgrounds.

> Underrepresentation may be revealed by an imbalance in the representation of different groups in common pursuits such as education, jobs, housing, etc., resulting in marginalization for some groups and individuals and not for others, relative to the number of individuals who are members of the population involved.

Undeveloped Land
Consistent with the [U.S. Department of Agriculture](#), undeveloped land is defined as:

> A term of comparison sometimes used to contrast land which has been built upon (i.e., "developed") or subdivided in preparation for development with land on which such activities have not taken place (i.e., raw land)
>
> (Schwarz, Charles F.; Thor, Edward C.; Elsner, Gary H. 1976. *Wildland planning glossary*. Gen. Tech. Rep. PSW-13. Berkeley, Calif.: U.S. Department of Agriculture, Forest Service, Pacific Southwest Forest and Range Exp. Stn. 252 p)

For the purposes of STARS reporting, undeveloped land includes natural areas that are not formally protected, regularly managed or regularly maintained.

Vegetated Grounds
The area of vegetated grounds equals total campus area minus the footprint of buildings and non-vegetated surfaces (e.g. permeable or impermeable pavement).

Vendors and Contractors
Vendors and contractors are individuals and businesses from whom the institution procures goods and/or services. Vendors and contractors include enterprises with on-site employees as well as those without on-site employees. Examples include suppliers, dining services contractors (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo), bookstore contractors, cleaning and maintenance services, independent contractors, and construction and demolition crews.

Waste
Waste is defined as any substance or object which the institution discards, intends to discard, or is required to discard.

Wastewater
Wastewater includes all blackwater (i.e. effluent that contains contaminants; sewage) and greywater (i.e. effluent that does not contain contaminants) discharged by the institution for on-site or off-site treatment and/or release to water bodies.

Weighted Campus User
Weighted Campus User is a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus. This figure is used to normalize resource consumption and environmental impact figures in order to accommodate the varied impacts of different population groups. For example, an institution where a high percentage of students live on campus would witness higher greenhouse gas emissions, waste generation, and water consumption figures than otherwise comparable non-residential institution since students' residential impacts and consumption would be included in the institution's totals.

STARS calculates the figure according to the following formula. Please note that users will not have to calculate this figure themselves; the result will be calculated automatically when the data are entered into the online Reporting Tool.

$$\text{Weighted Campus Users} = (A + B + C) + 0.75\,[\,(D - A) + (E - B) - F\,]$$

A =   Number of residential students (annualized headcount)

B =   Number of residential employees (annualized headcount)

C =   Number of in-patient hospital beds

D =   Full-time equivalent enrollment (annualized FTE)

E =   Full-time equivalent of employees (annualized FTE)

F =   Full-time equivalent of distance education students (annualized FTE)

Worker Rights Consortium (WRC)
The Worker Rights Consortium (WRC) is an independent monitoring organization focused on protecting the rights of workers who make apparel and other products. Its membership is comprised of colleges and universities in the U.S., Canada and the U.K.