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The Association for the Advancement of Sustainability in Higher Education

AASHE empowers higher education faculty, administrators, staff and students to be effective change agents and drivers of sustainability innovation. AASHE enables members to translate information into action by offering essential resources and professional development to a diverse, engaged community of sustainability leaders. We work with and for higher education to ensure that our world's future leaders are motivated and equipped to solve sustainability challenges.

2401 Walnut Street Suite 102, Philadelphia, PA 19103 U.S.A.

Telephone: +1 (888) 347-9997 | www.aashe.org

Questions about the content of this document may be directed to stars@aashe.org

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Sharing

AASHE provides additional materials to facilitate sharing credit criteria with data providers. These documents, forms and other tools are available on the STARS website and in the online STARS Reporting Tool.

If these features don't meet your on-screen reading or sharing needs, please consider printing only the sections you need, printing double-sided, and using recycled-content paper or paper that has already been printed on one side.

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 ™ (STARS). Initially 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,

Meghan Fay Zahniser
Executive Director
AASHE

Aaron Durnbaugh
Acting Chair, STARS Steering Committee
Director of Sustainability
Loyola University Chicago

Rashmi Sahai
Chair, STARS Steering Committee
Sustainability Specialist
Office of Sustainability
Stanford University

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 and the international pilot during 2011-2012; reviewers who commented on draft versions of the document; participants in public comment periods; 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.

STARS Steering Committee

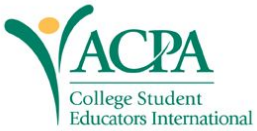
Technical Committees

Technical Committees of the AASHE Advisory Council are the primary source for input and insight regarding the content of STARS credits. Learn more about the Advisory Council.

Further information about the governance and technical development of STARS is available at stars.aashe.org.

Partner Organizations

AASHE gives special thanks to our partner organizations for their ongoing support of STARS.



Introduction

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.

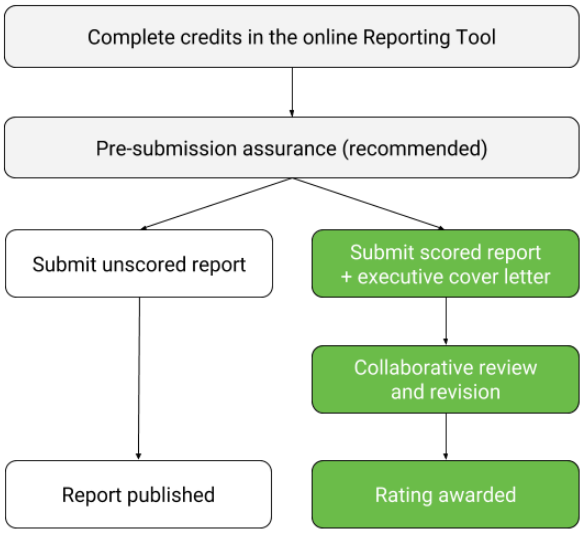
STARS® is intended to engage and recognize the full spectrum of colleges and universities: from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for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

Participation

Participation in STARS involves collecting information about the institution's sustainability initiatives and performance, documenting that information in the online Reporting Tool, obtaining assurance that the information is accurate and meets credit criteria and submitting a report to earn public recognition. Two types of reports may be submitted: scored and unscored.

A STARS subscription and a cover letter from a high-ranking executive at the institution are required to submit a scored report for a STARS Bronze, Silver, Gold, or Platinum Rating. Upon submission, AASHE staff will review the report for accuracy and adherence to credit criteria. Once the institution has addressed the issues that are identified, the report is published with the appropriate rating.

STARS Reporting Process



Steps in green only available with a STARS subscription.

Alternatively, an institution may submit an unscored report and earn designation as a STARS Reporter without a subscription, an executive cover letter, or AASHE staff review. An unscored report may be submitted as often as once a year to update the institution's information without changing an existing rating.

Scoring & Recognition

An institution's score is based on the percentage of points it earns by pursuing relevant credits across Academics (AC), Engagement (EN), Operations (OP), and Planning & Administration (PA). Credits that are not applicable to an institution do not count against its score. An institution may also earn up to four Innovation & Leadership (IN) points for exemplary and path-breaking initiatives. These bonus points are added to an institution's percentage-based score to generate its final overall score.

Public recognition is earned on the following basis:

Recognition Level		Minimum Overall Score
	Reporter designation	n/a
	Bronze Rating	25
	Silver Rating	45
	Gold Rating	65
	Platinum Rating	85

Recognition is valid for three years, although an institution can re-submit an updated report for a new rating as often as once a year.

> Detailed information about the reporting process and a help center with answers to frequently asked questions are available on the STARS website.

Table of Credits

Category / Subcategory	No.	Credit Title	Points Available
Institutional Characteristics (IC)			
Institutional Characteristics	IC 1	Institutional Boundary ^	-
	IC 2	Operational Characteristics ^	-
	IC 3	Academics and Demographics ^	-
	IC 4	Points of Distinction	-
	IC 5	Executive Letter ^ *	-
Academics (AC)			
Curriculum *Up to 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 * *Up to 18 points available*	AC 9	Research and Scholarship *	12
	AC 10	Support for Sustainability Research *	4
	AC 11	Open Access to Research *	2
Engagement (EN)			
Campus Engagement *Up to 21 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	Assessing Sustainability Culture	1
	EN 7	Employee Educators Program	3

	EN 8	Employee Orientation	1
	EN 9	Staff Professional Development and Training	2
Public Engagement *Up to 20 points available*	EN 10	Community Partnerships	3
	EN 11	Inter-Campus Collaboration	3
	EN 12	Continuing Education *	5
	EN 13	Community Service	5
	EN 14	Participation in Public Policy	2
	EN 15	Trademark Licensing *	2
Operations (OP)			
Air & Climate *11 points available*	OP 1	Emissions Inventory and Disclosure	3
	OP 2	Greenhouse Gas Emissions	8
Buildings *Up to 8 points available*	OP 3	Building Design and Construction *	3
	OP 4	Building Operations and Maintenance	5
Energy *10 points available*	OP 5	Building Energy Consumption	6
	OP 6	Clean and Renewable Energy	4
Food & Dining * *Up to 8 points available*	OP 7	Food and Beverage Purchasing *	6
	OP 8	Sustainable Dining *	2
Grounds * *Up to 4 points available*	OP 9	Landscape Management *	2
	OP 10	Biodiversity *	1 - 2 **
Purchasing *6 points available*	OP 11	Sustainable Procurement	3
	OP 12	Electronics Purchasing	1
	OP 13	Cleaning and Janitorial Purchasing	1
	OP 14	Office Paper Purchasing	1
Transportation *Up to 7 points available*	OP 15	Campus Fleet *	1
	OP 16	Commute Modal Split	5
	OP 17	Support for Sustainable Transportation	1
Waste *Up to 10 points available*	OP 18	Waste Minimization and Diversion	8
	OP 19	Construction and Demolition Waste Diversion *	1

	OP 20	Hazardous Waste Management	1
Water *Up to 8 points available*	OP 21	Water Use	4 - 6 **
	OP 22	Rainwater Management	2
Planning & Administration (PA)			
Coordination & Planning *Up to 9 points available*	PA 1	Sustainability Coordination	1
	PA 2	Sustainability Planning	4
	PA 3	Inclusive and Participatory Governance	3
	PA 4	Reporting Assurance *	1
Diversity & Affordability *10 points available*	PA 5	Diversity and Equity Coordination	2
	PA 6	Assessing Diversity and Equity	1
	PA 7	Support for Underrepresented Groups	3
	PA 8	Affordability and Access	4
Investment & Finance * *Up to 8 points available*	PA 9	Committee on Investor Responsibility *	2
	PA 10	Sustainable Investment *	3 - 5 **
	PA 11	Investment Disclosure *	1
Wellbeing & Work *7 points available*	PA 12	Employee Compensation	3
	PA 13	Assessing Employee Satisfaction	1
	PA 14	Wellness Programs	1
	PA 15	Workplace Health and Safety	2
Innovation & Leadership (IN)			
Innovation & Leadership *4 bonus points available*	IN 1 -	Catalog of optional credits *	0.5 each

^ Required for submission.

* Not applicable to every institution. See credit *Applicability* for details.

** The total number of points available varies based on an institution's context. See credit *Scoring* for details.

Anatomy of a Credit

Each credit is organized as follows:

XY 1: Credit Title

Z points available

The identifying number, title, and maximum points available for the credit.

Rationale

Background on the intent and importance of the credit in the context of sustainability.

Applicability

Indicates whether or not an institution may opt out of the credit without being penalized in scoring.

Criteria

The minimum requirements for an institution to earn points for the credit.

Scoring

Explains how points are allocated for the credit.

Reporting Fields

Lists the documentation fields that appear within the online Reporting Tool for the credit. Some fields are required, while others are optional and do not influence scoring.

Measurement

Timeframe

Describes the time period from which data should be drawn, typically based on the most recent information available as of the anticipated date of submission.

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, allowable exclusions, and unit conversions.

Standards and Terms

Lists and defines important terminology and external standards that are referenced in the credit. Defined terms are *italicized* in the text.

Some credits also include a Credit Example or Scoring Example to help clarify criteria and scoring calculations.

Connections to U.N. Sustainable Development Goals

In 2015, the United Nations published *Transforming our world: the 2030 Agenda for Sustainable Development*, a "plan of action for people, planet and prosperity." The publication outlines 17 Sustainable Development Goals (SDGs), as well as 169 targets and associated indicators, forming a 15-year agenda intended to balance "the three dimensions of sustainable development: the economic, social and environmental."

A college or university may use STARS to measure and report on its contributions towards the SDGs. Because the two frameworks share a similar intent and scope, at a very high level an institution's STARS score or rating can be used to demonstrate progress towards helping deliver the SDGs. To assist institutions with identifying more specific contributions, this manual also includes information about the SDGs to which an institution's performance in each STARS subcategory (e.g., Curriculum, Public Engagement, Energy, and so on) contributes most directly.

Due to higher education's critical role as a driver of teaching, learning, and collaboration for sustainability, STARS credits and indicators related to curriculum, research, and public engagement are of particular relevance in assessing an institution's global impact. Therefore, an institution that would like to use STARS to report on the SDGs may also:

- Use the SDG targets as a framework for identifying which course offerings provide students with the knowledge and skills to help address sustainability challenges (see AC-1: Academic Courses and EN-12: Continuing Education).
- Use the process of identifying its sustainability-related research and partnerships for STARS to map its scholarly output and collaborations to specific SDG targets (see, for example, AC-9: Research and Scholarship, EN-10: Community Partnerships, EN-11: Inter-Campus Collaboration, and EN-14: Participation in Public Policy).

Institutional Characteristics (IC)

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 academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the online Reporting Tool.

IC 1	Institutional Boundary	Required
IC 2	Operational Characteristics	Required
IC 3	Academics and Demographics	Required
IC 4	Points of Distinction	Optional
IC 5	Executive Letter	Required *

* Not applicable to every institution.

IC 1: Institutional Boundary

Required for submission

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. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field, below.

Reporting Fields

Required

- □ *Institution type* (Associate/Short-cycle, Baccalaureate, Doctoral/Research, Master's, Other)
- □ Institutional control (Public, Private for-profit, or Private non-profit)
- □ A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report
- □ Which of the following features are present on campus and which are included within the institutional boundary?
    - Agricultural school
    - Medical school
    - Other professional school(s) with labs and clinics (e.g., dental, nursing, pharmacy, public health, veterinary)
    - Museum
    - Satellite campus
    - Hospital
    - Farm larger than 2 hectares (5 acres)
    - Agricultural experiment station larger than 2 hectares (5 acres)

  If there are features present that are not included within the boundary, provide:
    - The rationale for excluding any features that are present from the institutional boundary

Optional

- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Standards and Terms

Institution type

Each institution is classified into one of five basic types based on the general level of educational programs offered and number and type of degrees awarded. An institution may be classified as one type and still offer programs and award degrees at various levels, as described below. An institution in the U.S.

must report its Basic Carnegie Classification (search by institution name), with the exception of Special Focus and Tribal institutions, which must select the most appropriate of the five types listed.

Type	Description	Corresponding UNESCO Level
Associate/ Short-cycle	Includes tertiary institutions where all degrees, certificates, and/or diplomas are between secondary education and baccalaureate degree level (e.g., associate degrees), or where baccalaureate degrees account for less than 10 percent of all undergraduate degrees. This may include community colleges, further education colleges, (higher) technical colleges, technician or advanced/higher vocational training, and similar institutions.	ISCED 5
Baccalaureate	Includes tertiary institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and where fewer than 50 master's degrees or 20 doctoral degrees are awarded annually. (May include some institutions above the master's degree threshold.)	ISCED 6
Master's	Generally includes tertiary institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees annually.	ISCED 7
Doctoral/Research	Includes tertiary institutions that award at least 20 research doctoral degrees annually (which may include doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc).	ISCED 8
Other (non-higher ed.)	Includes secondary schools and other non-tertiary institutions. This may include college preparatory schools, primary professional and technical education designed for direct entry into the labor force, and adult education institutions primarily focused on social, recreational, or self-development goals.	ISCED 2-4 and other entities

An institution should report the institution type that is most appropriate given its context and with consideration for the criteria outlined above. For example, a U.S. Carnegie-classified Special Focus institution or Tribal College should select the institution type that best reflects the level of programs offered and the number and type of degrees awarded.

IC 2: Operational Characteristics

Required for submission

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

Reporting Fields

Required

- □ *Endowment* size (US/Canadian dollars)
- □ Total campus area (i.e., the total amount of land within the institutional boundary) (hectares or acres)
- □ *Locale* (Large city, Urban fringe of large city, Mid-size city, Urban fringe of mid-size city, Large town, Small town, or Rural)
- □ *IECC climate zone* (1 - Very Hot; 2 – Hot; 3- Warm; 4 – Mixed; 5 – Cool; 6 – Cold; 7 - Very Cold; 8 - Subarctic)
- □ *Gross floor area of building space* (gross square metres or feet)
- □ Floor area of *laboratory space* (square metres or feet)
- □ Floor area of *healthcare space* (square metres or feet)
- □ Floor area of other *energy intensive space*, e.g., data centers, food production space, convenience stores (square metres or feet)

Optional

- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Standards and Terms

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”, “healthcare space”, and “other energy intensive space”. “Other energy intensive space” is reported separately from laboratory space and healthcare space and may include data centers, food production space, convenience stores, 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 more information,

see ENERGY STAR Portfolio Manager Technical Reference: U.S. Energy Use Intensity by Property Type.

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.

Buildings within the overall STARS boundary that the institution leases entirely (i.e. the institution is the only tenant) should be included.

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.

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 U.S. Department of Education's Postsecondary Education Facilities Inventory and Classification Manual). To simplify reporting, an institutions with a hospital may report all floor area within the hospital as healthcare space.

IECC climate zone

Climate zones 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). The zones correspond to these generalized climate categories:

1 - Very Hot; 2 – Hot; 3 – Warm; 4 – Mixed; 5 – Cool; 6 – Cold; 7 - Very Cold; 8 - Subarctic

For further guidance, see ANSI/ASHRAE/IESNA Standard 90.1-2007 (international) or IECC/ASHRAE Climate Zones (U.S).

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, an institution may report all floor area within buildings that contain research laboratories as laboratory space.

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 consolidated metropolitan statistical area (CMSA) or metropolitan statistical area (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.

IC 3: Academics and Demographics

Required for submission

This section includes variables that provide information about the institution's academic programs, students, and employees. Report the most recent data available within the three years prior to the anticipated date of submission. 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.

Reporting Fields

Required

- □ Number of *academic divisions* (e.g., colleges, schools)
- □ Number of *academic departments* (or the equivalent)

Headcounts

Report the unduplicated total number of students enrolled and workers employed over a 12-month period (e.g., as reported on the U.S. Integrated Postsecondary Education Data System 12-Month Enrollment and Human Resources forms) or else representative *headcounts* (e.g., autumn figures).

- □ Number of *students enrolled for credit*
- □ Total number of *employees* (academic + non-academic staff)

Full-Time Equivalents (FTE)

Report the institution's best estimates, annualized as feasible and/or calculated according to relevant national, regional or international standards (e.g., as reported on the U.S. IPEDS 12-Month Enrollment form or calculated using the IPEDS formulas). *Non-credit students* may be included.

- □ Total *full-time equivalent* student enrollment (undergraduate and graduate)
- □ Full-time equivalent of students enrolled exclusively in *distance education*

  (If not regularly tracked, an institution may estimate FTE attributable to distance education, e.g., by multiplying the percentage of students that are enrolled exclusively in distance education by total FTE enrollment.)
- □ Full-time equivalent of employees (academic + non-academic staff)

On-Campus Residents

Report annualized headcounts as feasible or else representative snapshots (e.g., autumn headcounts).

- □ Number of students *resident on-site*
- □ Number of employees resident on-site
- □ Number of other individuals resident on-site, e.g., family members of employees, individuals lodging on-site (by average occupancy rate), and/or *staffed hospital beds* (if applicable)

Optional

- □ Additional documentation to support the submission (upload)

- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Standards and 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) or a closely related set of disciplines (e.g., Asian Studies or Physics & Astronomy). 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.

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. 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".

Distance education
Consistent with U.S. 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.

Employees

Employees are defined as personnel paid by the institution and include full-time and part-time workers (as defined by the institution), and both academic staff (i.e., "faculty members") and non-academic staff.

Full-time equivalent

Consistent with Eurostat, 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.

The Organization for Economic Co-operation and Development (OECD) further elaborates in regard to FTE students:

> A full-time equivalent (FTE) measure attempts to standardize a student's actual course load against the normal course load. Calculating the full-time/part-time status requires information on the time periods for actual and normal course loads. For the reduction of headcount data to FTEs, where data and norms on individual participation are available, course load is measured as the product of the fraction of the normal course load for a full-time student and the fraction of the school/academic year.
>
> [FTE = (actual course load/normal course load) * (actual duration of study during reference period/normal duration of study during reference period).]

When actual course load information is not available, a full-time student is considered equal to one FTE. An institution should report its best estimates for FTE figures, annualized as feasible and calculated according to relevant national, regional or international standards (e.g., as calculated or reported on the U.S. IPEDS 12-Month Enrollment form and using the IPEDS formulas).

Headcount

Consistent with the Organization for Economic Co-operation and Development (OECD), headcount is defined as:

> The number of individuals […] counted, regardless of the intensity of participation/length of their program. In other words, a headcount measures the total number of students or employees, irrespective of course-load or employment status.

Integrated Postsecondary Education Data System

The Integrated Postsecondary Education Data System (IPEDS) is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs.

Non-credit students

Non-credit or community education students are students who are enrolled in courses for personal or professional interest and are not seeking a degree or formal award, for example:

- Students enrolled exclusively in courses that cannot be applied towards a formal award
- Students enrolled exclusively in Continuing Education Units (CEUs)
- Students exclusively auditing classes

Resident on-site

Individuals are resident on-site when they are living in a housing facility within the institutional boundary that is owned or controlled by the institution. To avoid double-counting, count student resident assistants (RAs) as students, even if they are also considered to be employees. The number of staffed hospital beds is used as a proxy for the number of hospital patients resident on-site.

Staffed hospital beds

Consistent with Practice Greenhealth, staffed hospital beds:

> …are those in-service and patient-ready for more than half of the days in the reporting period. Staffed beds does not include beds ordinarily occupied for less than 24 hours, such as those in the emergency department, clinic, labor (birthing) rooms, surgery and recovery rooms and outpatient holding beds.

Students enrolled for credit

Consistent with U.S. IPEDS, students enrolled for credit include all students enrolled in courses or programs that can be applied towards the requirements for a postsecondary degree, diploma, certificate, or other formal award, regardless of whether or not they are seeking a degree or certificate. This includes:

- Students enrolled for credit in off-campus centers
- High school students taking regular college courses for credit
- Students taking remedial courses if the student is degree-seeking for the purpose of student financial aid determination
- Students from overseas enrolled in U.S. courses for credit (e.g., online students)
- Graduate students enrolled for thesis credits, even when zero credits are awarded as these students are still enrolled and seeking their degree.

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 students resident on-site
B = Number of employees resident on-site
C = Number of other individuals resident on-site and/or staffed hospital beds
D = Total full-time equivalent student enrollment
E = Full-time equivalent of employees
F = Full-time equivalent of students enrolled exclusively in distance education

IC 4: Points of Distinction

Optional

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

Reporting Fields

Required

- □ Name of the institution's featured sustainability program, initiative, or accomplishment
- □ A brief description of the institution's featured program initiative, or accomplishment
- □ Which of the following impact areas does the featured program, initiative, or accomplishment most closely relate to? (Select up to three.)
    - ○ Curriculum
    - ○ Research
    - ○ Campus Engagement
    - ○ Public Engagement
    - ○ Air & Climate
    - ○ Buildings
    - ○ Energy
    - ○ Food & Dining
    - ○ Grounds
    - ○ Purchasing
    - ○ Transportation
    - ○ Waste
    - ○ Water
    - ○ Coordination & Planning
    - ○ Diversity & Affordability
    - ○ Investment & Finance
    - ○ Wellbeing & Work

Optional

- □ Website URL where more information about the institution's featured program, initiative, or accomplishment may be found
- □ STARS credit in which the featured program, initiative, or accomplishment is reported (if applicable)
- □ A photograph or document associated with the featured program, initiative, or accomplishment (upload)

- □ Name of a second highlighted program/initiative/accomplishment
- □ A brief description of the second program/initiative/accomplishment
- □ Which impact areas does the second program/initiative/accomplishment most closely relate to?
- □ Website URL where more information about the second program/initiative/accomplishment may be found
- □ STARS credit in which the second program/initiative/accomplishment is reported (if applicable)
- □ A photograph or document associated with the second program/initiative/accomplishment (upload)

- □ Name of a third highlighted program/initiative/accomplishment
- □ A brief description of the third program/initiative/accomplishment
- □ Which impact areas does the third program/initiative/accomplishment most closely relate to?
- □ The website URL where more information about the third program/initiative/accomplishment may be found
- □ A photograph or document associated with the third program/initiative/accomplishment (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

IC 5: Executive Letter

Required to submit a scored report; optional for unscored reports

This section allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

Reporting Fields

Required

- □ Executive letter (upload)

Academics (AC)

Curriculum

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

Credit	**Applicable to:**	**Points available**
AC 1: Academic Courses	Institutions that have students enrolled for credit.	14
AC 2: Learning Outcomes	Institutions that have degree programs.	8
AC 3: Undergraduate Program	Institutions that have undergraduate majors, academic programs, or the equivalent.	3
AC 4: Graduate Program	Institutions that offer at least 25 distinct graduate programs.	3
AC 5: Immersive Experience	Institutions that offer immersive educational programs.	2
AC 6: Sustainability Literacy Assessment	All institutions.	4
AC 7: Incentives for Developing Courses	All institutions.	2
AC 8: Campus as a Living Laboratory	Institutions where students attend the physical campus.	4
Total points available (if all credits are applicable) →		**40**

Connections to the United Nations Sustainable Development Goals (SDGs)

Performance in this subcategory most directly contributes to Goal 4 (Ensure inclusive and quality education for all and promote lifelong learning). More specifically, all of the credits in this subcategory support Target 4.7 (By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development).

Performance in this subcategory may also contribute to Goal 13 (Take urgent action to combat climate change and its impacts), which includes an education-related target (Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning).

Additional SDGs may also be addressed, depending on the specific content of an institution's courses, programs and other student learning experiences. For example, academic courses can provide students with the knowledge and skills required to address global poverty (Goal 1) or biodiversity loss (Goal 15) and experiential learning can provide opportunities for students to address these issues directly. Completing an inventory of the institution's sustainability course offerings, as required in **AC 1: Academic Courses**, provides an opportunity to identify which SDG targets are addressed.

AC 1: Academic Courses

14 points available

Rationale

This credit recognizes institutions that offer sustainability course content 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 course 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-focused courses and other courses that are inclusive of sustainability helps current and prospective students find and understand sustainability course offerings, which can assist them in organizing their academic studies.

Applicability

This credit applies to all institutions that have students enrolled for credit.

Criteria

Part 1. Sustainability course offerings

Institution offers sustainability course content as measured by the percentage of academic courses offered that are *sustainability-focused* or *sustainability-inclusive* (see Standards and Terms).

Part 2. Sustainability course offerings by department

Institution offers sustainability course content as measured by the percentage of *academic departments* (or the equivalent) with *sustainability course offerings*.

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

A course may be sustainability-focused or sustainability-inclusive; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the Continuing Education credit in Public Engagement.

An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Scoring

An institution must identify and describe its sustainability course offerings per the minimum criteria outlined in Measurement to earn points for this credit. Each part is scored independently.

Part 1

An institution earns the maximum of 8 points for Part 1 of this credit if 20 percent or more of all courses offered are sustainability-focused or sustainability-inclusive. Incremental points are awarded based on the percentage of course offerings that meet the criteria. For example, an institution where 4 percent of all courses offered are sustainability-focused and 6 percent are sustainability-inclusive would earn 4 points (half of the points available for Part 1 of this credit).

Points for Part 1 of this credit are calculated automatically in the STARS Reporting Tool as follows:

Course type	**Factor**		**Number of courses offered of each type**		**Total number of courses offered by the institution**		**Points earned**
Sustainability-focused	40	×	_____	÷	_____	=	
Sustainability-inclusive	40		_____				
Total points earned →							**Up to 8**

Part 2

An institution earns the maximum of 6 points for Part 2 of this credit when 90 percent or more of academic departments offer at least one sustainability-focused or sustainability-inclusive course. Incremental points are available based on the percentage of academic departments that have sustainability course offerings. For example, if 45 percent of the departments at an institution offered one or more sustainability-focused or sustainability-inclusive courses, that institution would earn 3 points (half of the points available for Part 2 of this credit).

Points for Part 2 of this credit are calculated automatically in the STARS Reporting Tool as follows:

Factor		Number of departments with sustainability course offerings		Total number of departments		Points earned
6.67	×	_____	÷	_____	=	Up to 6

Reporting Fields

Required

- □ Total number of *undergraduate courses* offered by the institution
- □ Number of undergraduate courses offered that are *sustainability-focused*
- □ Number of undergraduate courses offered that are *sustainability-inclusive*
- □ Total number of *graduate courses* offered by the institution
- □ Number of graduate courses offered that are sustainability-focused
- □ Number of graduate courses offered that are sustainability-inclusive
- □ Total number of academic departments that offer courses (at any level)
- □ Number of academic departments with sustainability course offerings
- □ A copy of the institution's inventory of its sustainability course offerings and descriptions (upload)
- □ Do the figures reported above cover one, two, or three academic years?
- □ A brief description of the methodology used to complete the course inventory (i.e., how the total number of courses offered was determined and how sustainability course offerings were identified, including the definitions used and the process for reviewing and/or validating the course inventory)
- □ How were courses with multiple offerings or sections counted for the figures reported above?
    - ○ Each offering or section of a course was counted as an individual course
    - ○ Each course was counted as a single course regardless of the number of offerings or sections
    - ○ Not applicable; no courses with multiple offerings or sections were included
    - ○ Other (Please describe below)

  If Other, provide:
    - ○ A brief description of how courses with multiple offerings or sections were counted

Optional

- □ Website URL where information about the programs or initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report the most data available from within the three years prior to the anticipated date of submission.

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

Part 1

Each institution is free to choose a methodology to identify sustainability course offerings that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify courses that are sustainability-focused and sustainability-inclusive 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.

To best reflect the number of opportunities students have to learn about sustainability, it is recommended that institutions count each time a course is offered as a separate course (e.g., a course with two sections taught in the fall term and two sections taught during spring term would count as four courses). To streamline the data gathering process, however, institutions may elect to count a course with multiple offerings as a single 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 are sustainability-focused or sustainability-inclusive.

Likewise, an institution may choose whether or not to count courses listed in multiple departments or academic divisions as separate courses. For example, a course that is cross-listed in two departments or that is listed as both an undergraduate and a graduate course may be counted as one or two courses, as long as the institution's methodology is consistent.

The following course types may be excluded at the institution's discretion, as long as they are excluded from both the count of sustainability course offerings and the count of total courses:

- Individually-directed courses (e.g., thesis, independent study, practicum)
- Courses of four or fewer students
- Special topics courses (e.g., courses that address emerging issues or specialized content and that are not offered on an ongoing basis)
- Required courses for which the content is dictated by external bodies or legislation and not under institutional control (e.g., legally mandated courses on research ethics)
- Courses that are strictly practice-oriented, e.g.:
    - Medical courses dedicated to clinical practice.
    - Arts courses dedicated to performance, technique, or composition.
    - Physical education courses that are activity-based.
    - Trades courses dedicated to hands-on learning or practice.

Any exclusions must be documented in the public "Data source(s) and notes about the submission" field.

Courses must have been taught during the specified timeframe of one, two or three academic years to count (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.

Part 2

Each department with one or more sustainability course offerings may be counted toward Part 2 of this credit, even if the courses are offered or administered jointly with other departments. Courses that are offered independently of any department are not considered in Part 2.

An institution may exclude departments that exclusively offer practice-oriented courses (see above), as long as they are excluded from both the count of departments with sustainability course offerings and the count of total academic departments. Any exclusions must be documented in the public "Data source(s) and notes about the submission" field.

Standards and 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) or a closely related set of disciplines (e.g., Asian Studies or Physics & Astronomy). 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.

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.

Sustainability challenges
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. Major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and environmental degradation. To identify additional sustainability challenges, it may be helpful to reference the principles outlined in the Earth Charter and/or the targets embedded in the UN Sustainable Development Goals (SDGs).

Sustainability course offerings
Sustainability course offerings include A) sustainability-focused courses and B) sustainability-inclusive courses:

A. Sustainability-focused courses (a.k.a. "sustainability courses")

To count as sustainability-focused, the course title or description must indicate a primary and explicit focus on sustainability. This includes:

- Foundational courses with a primary and explicit focus on sustainability (e.g., Introduction to Sustainability, Sustainable Development, Sustainability Science).

- Courses with a primary and explicit focus on the application of sustainability within a field (e.g., Architecture for Sustainability, Green Chemistry, Sustainable Agriculture, Sustainable Business). As sustainability is an interdisciplinary topic, such courses generally incorporate insights from multiple disciplines.

- Courses with a primary and explicit focus on a major sustainability challenge (e.g., Climate Change Science, Environmental Justice, Global Poverty and Development, Renewable Energy Policy). The focus of such courses might be on providing knowledge and understanding of the problems and/or the tools for solving them.

The course title or description does not have to use the term “sustainability” to count as sustainability-focused if the primary and explicit focus of the course is on the interdependence of ecological and social/economic systems or a major sustainability challenge. If the course title and description do not unequivocally indicate such a focus, but it is evident from the course description or syllabus that the course incorporates sustainability challenges, issues, and concepts in a prominent way, the course may qualify as sustainability-inclusive (see below).

B. Sustainability-inclusive courses (a.k.a. “sustainability-related courses”)

Courses that are not explicitly focused on sustainability may contribute towards scoring if sustainability has clearly been incorporated into course content. To count as sustainability-inclusive, the course description or rationale provided in the course inventory must indicate that the course incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability challenges, issues, and concepts 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 “sustainability-inclusive” unless the concept of sustainability or sustainability challenges and issues are specifically integrated into the course. Likewise, although specific tools or practices such as GIS (Geographic Information Systems) or engineering can be applied towards sustainability, such courses would not count unless the description or rationale provided in the inventory clearly indicates that sustainability is integrated into the course.

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.

Scoring Example: Academic Courses

Part 1

Example College offered 1,000 courses during the past year. Of those courses, 10 were sustainability-focused and 65 were sustainability-inclusive.

Course type	Factor		Number of courses offered of each type		Total number of courses offered by the institution		Points earned
Sustainability-focused	40	×	10	÷	1,000	=	**0.4**
Sustainability-inclusive	40		65				**2.6**
Total points earned →							**3.0**

Part 2

Example College has 30 academic departments. Of those, 10 offer at least one sustainability-focused or sustainability-inclusive course.

Factor		Number of departments with sustainability course offerings		Total number of departments		Points earned
6⅔	×	10	÷	30	=	**2.22**

Credit Example: Identifying Sustainability Course Offerings

Sustainability-focused	Sustainability-inclusive	Insufficient evidence to qualify as a sustainability course offering
Introduction to Sustainable Energy This course assesses current and potential future energy systems, with emphasis on meeting regional and global energy needs in the 21st century in a sustainable manner. We will examine various renewable and conventional energy production technologies, energy end-use practices and alternatives, and consumption practices in different countries. Students will learn to evaluate energy technology system proposals in the context of environmental, engineering, political, social, and economic goals. *The course title and description indicate a primary and explicit focus on the application of sustainability within a field and a major sustainability challenge (sustainable energy production).*	**Energy Infrastructure** An overview of production methods for electric power, thermal energy and cooling. The course includes a unit on the environmental consequences of different technologies. **Photovoltaic and Wind Turbine Installation** The course will discuss the fundamentals of photovoltaic and wind power generation, installation and maintenance practices. *The primary and explicit focus of each of these courses is on a topic other than sustainability, but sustainability challenges, issues, and concepts are clearly incorporated into course content.*	**Energy Systems** Explores energy systems as infrastructure critical to national and global economies and provides an overview of energy resources, production, and delivery. *Although the course provides knowledge that may be useful to sustainability practitioners, the description does not indicate that the sustainability challenges associated with energy production are addressed.* *If a rationale was provided that indicated the presence of a sustainability-focused unit, module, or activity, the course could be counted as sustainability-inclusive/related.*
Conservation Biology 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. *Although the course is not focused on the concept of sustainability, the description indicates a primary and explicit focus on the interdependence of ecological and social/economic systems.*	**Population Biology** Introduction to basic theoretical tools to study the evolutionary and ecological dynamics of populations. Topics include ecology of individuals, population growth models, structured populations, life history strategies, stochastic populations, basic population genetics theory, deleterious alleles in natural populations, and molecular population genetics. *The primary and explicit focus of the course is on a topic other than sustainability, but sustainability challenges, issues, and concepts (e.g., ecological dynamics) are clearly incorporated into course content.*	**Introduction to Biology** This introductory course defines biology and its relationship to other sciences. We examine the overarching theories of life from biological research and also explore the fundamental concepts and principles of the study of living organisms and their interaction with the environment. *Although the course provides knowledge that may be useful to sustainability practitioners, the description does not indicate that sustainability challenges, issues, and concepts are integrated into the course.* *If a rationale was provided that indicated the presence of a sustainability-focused unit, module, or activity, the course*

		could be counted as sustainability-inclusive/related.
Environmental Literature This course will introduce students to contemporary environmental literature. All texts in the course focus on the natural world and the human relationships with it. We will discuss such questions and topics as pollution, climate change, the fossil- and post-fossil fuel economies, ethics, environmental activism, and questions of responsibility to the earth. *Although the course is not focused on the concept of sustainability, the description indicates an explicit focus on the interdependence of ecological and social/economic systems.*	**Modern and Contemporary Nature Writing** This course examines varied depictions of the environment in modern and contemporary literary texts from a range of genres. The course will place these in theoretical and historical context, considering the key features of contemporary environmental discourses. Includes units on post-pastoral, post-carbon, apocalyptic and 'the new nature writing', and media reportage of recent environmental issues. *The primary and explicit focus of the course is on a topic other than sustainability, but sustainability challenges, issues, and concepts (e.g., post-carbon futures) are clearly incorporated into course content.*	**American Renaissance Literature** This class investigates how the diverse literary genres of the American Renaissance have been used to construct identity and culture. Required readings include works by Emerson, Melville, Thoreau, and Whitman. *Although the course provides knowledge that may be useful to sustainability practitioners, the description does not indicate that sustainability challenges, issues and concepts are integrated into the course.* *If a rationale was provided that indicated the presence of a sustainability-focused unit, module, or activity, the course could be counted as sustainability-inclusive/related.*
Sustainable Business This course will provide an overview of the challenges of sustainability, including the expected impacts of climate change, resource constraints on various sectors of the economy (including job creation), and expectations around corporate governance. It will embed the issues of carbon management, sustainable practices, waste reduction, social development and resource management in the larger set of goals encompassed in what is known by the closely related terms of “corporate sustainability” or just “corporate responsibility.” *The course title and description indicate a primary and explicit focus on the application of sustainability within a field.*	**Business Ethics** The overall goal of this course is to help the student understand and appreciate the elements of ethics, the importance of ethical decision making, and its effects on themselves, business and society. The course includes a module on “ESG (environmental, social and governance) Criteria” that addresses corporate social and environmental responsibility in a global context. *The primary and explicit focus of the course is on a topic other than sustainability, but sustainability challenges, issues, and concepts (e.g., social and environmental responsibility) are clearly incorporated into course content.*	**Supply Chain and Procurement Management** Students will gain an in-depth understanding of strategic, tactical and operational issues relating to the management of supply chains. You will be equipped with state-of-the-art concepts, methods, techniques and tools to contribute towards the competitiveness of industrial and commercial organizations worldwide. *Although the course provides knowledge that may be useful to sustainability practitioners (e.g., supply chain management), the description does not indicate that sustainability challenges, issues, and concepts are integrated into the course.* *If a rationale was provided that indicated the presence of a sustainability-focused unit, module, or activity, the course could be counted as sustainability-inclusive/related.*

Environment and Public Health The course will examine the health impacts of environmental degradation and pollution, with a focus on the concept of environmental justice. Students will also investigate how the outputs of healthcare (for example, chemicals and waste) can impact patients, staff and local communities. *The course title and description indicate a primary and explicit focus on the application of sustainability within a field and the interdependence of ecological and social systems (environmental justice and the relationship between the environment and human health).*	**Community Health** This course designed to give students an in-depth understanding of the social determinants of health. The course will provide historical and theoretical perspectives on the problem, provide a critical examination of empirical support for various explanatory pathways, and prepare students to conduct health-related research with disadvantaged communities. Includes readings on the intersection of poverty, environmental issues, and health. *The primary and explicit focus of the course is on a topic other than sustainability, but sustainability challenges, issues, and concepts are clearly incorporated into course content.*	**Foundations in Medicine I** This course provides the grounding in the physician-patient relationship that is central to all of medical practice. It includes medical interviewing, medical ethics, community preceptorships, service learning, preventive medicine, human behavior and the healthcare system as well as other topics and issues important for contemporary medicine. *Although the course provides knowledge that may be useful to sustainability practitioners (e.g., ethics and service learning), the description does not indicate that sustainability challenges, issues, and concepts are integrated into the course.* *If a rationale was provided that indicated the presence of a sustainability-focused unit, module, or activity, the course could be counted as sustainability-inclusive/related.*

AC 2: Learning Outcomes

8 points available

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.

Applicability

This credit applies to all institutions that have degree programs.

Criteria

Part 1. Institutional sustainability learning outcomes

Institution has adopted one or more sustainability *learning outcomes* that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution's *predominant student body* (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly *focused on sustainability* or *supportive of sustainability* (see Standards and Terms). Mission, vision, and values statements do not qualify.

Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,
- Have adopted one or more *sustainability-focused learning outcomes* (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems), OR
- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

This credit includes graduate as well as undergraduate programs. 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 the Continuing Education credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component to the program.

Scoring

Part 1 and Part 2 of this credit are scored together. An institution earns the maximum of 8 points available for this credit when:

- It has adopted one or more sustainability-focused learning outcomes that apply to the entire (or predominant) student body (Part 1) AND at least 25 percent of students graduate from degree programs that require an understanding of sustainability (Part 2);
- It has adopted learning outcomes that are supportive of sustainability and apply to the entire (or predominant) student body (Part 1) AND at least 75 percent of students graduate from degree programs that require an understanding of sustainability (Part 2); OR
- All students graduate from degree programs that require an understanding of sustainability (Part 2).

Each part is scored as follows:

Part 1

Institutions earn the maximum of 6 points available for Part 1 of this credit for having adopted one or more sustainability-focused learning outcomes that apply to the entire (or predominant) student body. Partial points are available. An institution that has adopted learning outcomes that are supportive of sustainability, but not explicitly focused on sustainability, earn 2 points (one-third of the points available in Part 1).

Part 2

Institutions earn the maximum of 8 points available for this credit when all students graduate from degree programs that require an understanding of sustainability. Incremental points are available for Part 2 based on the percentage of students who graduate from such programs. For example, if half of all students graduate from programs that have adopted sustainability-focused learning outcomes, an institution would earn 4 points (half of the points available).

Points for Part 2 of this credit are calculated automatically in the STARS Reporting Tool as follows:

Factor		**Number of graduates from degree programs that require an understanding of sustainability**		**Total number of graduates**		**Points earned**
8	×	_____	÷	_____	=	Up to 8

Reporting Fields

Required

Part 1

- □ Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body (e.g., all undergraduate students)?

  If yes:

  - Which of the following best describes the sustainability learning outcomes?
    - Sustainability-focused (explicitly address the concept of sustainability or the interdependence of ecological systems and social/economic systems)

        - Sustainability-supportive (include specific intellectual and practical skills that are critical for addressing sustainability challenges)
    - A list of the institution level sustainability learning outcomes

Part 2

- □ Total number of graduates from degree programs (i.e., majors, minors, concentrations, certificates, and other academic designations)
- □ Number of graduates from degree programs that require an understanding of the concept of sustainability (i.e., have been identified as a sustainability-focused program, have adopted sustainability-focused learning outcomes, or require a sustainability-focused course)
- □ A brief description of how the figure above was determined
- □ Do the figures reported above cover one, two, or three academic years?
- □ Documentation supporting the figure reported above (e.g., a list of degree programs and their associated sustainability-focused learning outcomes) (text or upload)

Optional

- □ Website URL where information about the programs or initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Part 1

Report on sustainability learning outcomes that have been adopted as of the anticipated date of submission.

Part 2

Report the most recent data available within the three years prior to the anticipated date of submission. 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

Standards and Terms

Predominant student body
An institution's predominant student body is defined as the primary academic division (e.g., undergraduate versus graduate) that enrolls the greatest share of the total student population. For example, the predominant student body of an institution with 5,000 undergraduate students, 2,000 graduate students, and 500 post-graduate students would be undergraduate students.

Student 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.

Thus, 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.

Sustainability-focused learning outcomes

Sustainability-focused learning outcomes are student learning outcomes that explicitly address the concept of sustainability. A learning outcome does not necessarily have to include the term "sustainability" to count as sustainability-focused as long as there is an explicit focus on the interdependence of ecological systems and social/economic systems. Specific examples include (but are not limited to):

- Students will be able to define sustainability and identify major sustainability challenges.
- Students will have an understanding of the carrying capacity of ecosystems as related to providing for human needs.
- Students will be able to apply concepts of sustainable development to address sustainability challenges in a global context.
- Students will identify, act on, and evaluate their professional and personal actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives.

Sustainability-supportive learning outcomes

Sustainability-supportive learning outcomes are student learning outcomes that include specific intellectual and practical skills (and/or attitudes and values) that are critical for addressing sustainability challenges, but do not explicitly address the concept of sustainability (e.g., systems and holistic thinking, change agent skills, interdisciplinary capacities, social and ethical responsibility). Specific examples include (but are not limited to):

- Students will be able to demonstrate an understanding of the nature of systems.
- Students will have an understanding of their social responsibility as future professionals and citizens.
- Students will be able to accommodate individual differences in their decisions and actions and be able to negotiate across these differences.
- Students will be able to analyze power, structures of inequality, and social systems that govern individual and communal life.
- Students will be able to recognize the global implications of their actions.

AC 3: Undergraduate Program

3 points available

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.

Applicability

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

Criteria

Institution offers at least one:

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

To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

Scoring

An institution earns 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).

Reporting Fields

Required

- □ Does the institution offer at least one *sustainability-focused* major, degree, or certificate program for undergraduate students (I.e., an interdisciplinary academic program that has a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems)?

  If yes, provide:

    - Name of the sustainability-focused undergraduate degree program
    - A brief description of the undergraduate degree program
    - Website URL for the undergraduate degree program
- □ Does the institution offer one or more sustainability-focused minors or concentrations for undergraduate students?

  If yes, provide:
    - Name of the sustainability-focused undergraduate minor or concentration
    - A brief description of the undergraduate minor or concentration
    - Website URL for the undergraduate minor or concentration

Optional

- □ For up to two additional sustainability-focused undergraduate degree programs, provide:
    - Name of the sustainability-focused undergraduate degree program
    - A brief description of the undergraduate degree program
    - Website URL for the undergraduate degree program
- □ The name and website URLs of all other sustainability-focused, undergraduate degree programs
- □ For up to two additional sustainability-focused undergraduate minors or concentrations, provide:
    - Name of the sustainability-focused undergraduate minor or concentration
    - A brief description of the undergraduate minor or concentration
    - Website URL for the undergraduate minor or concentration
- □ The name and website URLs of all other sustainability-focused undergraduate minors or concentrations
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

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

Sampling and Data Standards

Not applicable

Standards and Terms

Major, degree, or certificate program
An academic program or subject area that a student may formally choose to focus on during her or his studies.

Minor or concentration

An academic subject area that a student may formally choose to have a secondary focus on during her or his studies. A minor or concentration is typically not required, but allows a student to take additional courses in a subject different from, or complementary to, her or his major subject area of focus.

Sustainability-focused program
Sustainability-focused programs are interdisciplinary academic programs that have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems. 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.

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.

AC 4: Graduate Program

3 points available

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.

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 this credit or marking it as Not Applicable.

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).

To count, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

Scoring

An institution earns 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).

Reporting Fields

Required

- □ Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students (I.e., an interdisciplinary academic program that concentrates on sustainability as an integrated concept, including its social, economic, and environmental dimensions)?

If yes, provide:

- Name of the sustainability-focused graduate-level degree program
- A brief description of the graduate-level degree program
- Website URL for the graduate-level degree program

□ Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?

If yes, provide:

- Name of the graduate-level sustainability-focused minor, concentration or certificate
- A brief description of the graduate-level minor, concentration or certificate
- Website URL for the graduate-level minor, concentration or certificate

Optional

□ For up to two additional sustainability-focused graduate-level degree programs, provide:

- Name of the sustainability-focused graduate-level degree program
- A brief description of the graduate-level degree program
- Website URL for the graduate-level degree program

□ The name and website URLs of all other sustainability-focused graduate-level degree programs

□ For up to two additional graduate-level sustainability-focused minors, concentrations or certificates, provide:

- Name of the graduate-level sustainability-focused minor, concentration or certificate
- A brief description of the graduate-level minor, concentration or certificate
- Website URL for the graduate-level minor, concentration or certificate

□ The name and website URLs of all other graduate-level sustainability-focused minors, concentrations and certificates

□ Additional documentation to support the submission (upload)

□ Data source(s) and notes about the submission

□ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

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

Sampling and Data Standards

Not applicable

Standards and Terms

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.

Sustainability-focused program

Sustainability-focused programs are interdisciplinary academic programs that have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems. 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.

AC 5: Immersive Experience

2 points available

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.

Applicability

This credit applies to all institutions that offer *immersive educational programs*.

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.

To count, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

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

Scoring

An institution earns 2 points for meeting the criteria outlined above. Partial points are not available for this credit.

Reporting Fields

Required

- □ Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?

  If yes, provide:

  - A brief description of the sustainability-focused immersive program(s) offered by the institution, including how each program addresses sustainability

Optional

- □ Website URL where information about the institution's immersive education programs is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission

- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

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

Standards and Terms

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.

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

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.

Applicability

This credit applies to all institutions.

Criteria

Institution conducts an assessment of the *sustainability literacy* of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that exclusively address sustainability culture (i.e., values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments and participation by U.S. and Canadian institutions in the Sustainability Education Consortium as part of the National Survey of Student Engagement (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on student knowledge of sustainability topics and challenges.

Scoring

An institution earns the maximum of 4 points available for this credit by administering a *pre- and post-assessment* to the entire student body or, at minimum, to the institution's *predominant student body* (e.g., all undergraduate students), directly or by *representative sample*. Partial points are available based on the population assessed and whether or not a pre- and post-assessment is conducted as follows:

Attributes of the sustainability literacy assessment (points awarded)	**Points earned**
An assessment of sustainability literacy is: ● Administered to the entire student body or, at minimum, to the institution's predominant student body (e.g., all undergraduate students), directly or by representative sample. (2 points) Or ● Administered to a subset of students (e.g., students enrolled in a sustainability program) or a sample of students that may not be	_____

representative of the institution's predominant student body (e.g., graduate and not undergraduate students). (1 point)	
● Administered as a pre- and post-assessment to the same cohort of students or to representative samples in both the pre-test and post-test.	× 2
Total points earned →	**Up to 4**

Reporting Fields

Required

- □ Does the institution conduct an assessment of the sustainability literacy of its students (i.e., an assessment focused on student knowledge of sustainability topics and challenges)?

  If yes:

  - ○ Which of the following best describes the literacy assessment? The assessment is administered to:
    - ■ The entire student body or, at minimum, to the institution's predominant student body (e.g., all undergraduate students), directly or by representative sample.
    - ■ A subset of students (e.g., students enrolled in a sustainability program) or a sample of students that may not be representative of the institution's predominant student body (e.g., graduate and not undergraduate students).
  - ○ Which of the following best describes the structure of the assessment? The assessment is administered as a:
    - ■ Pre- and post-assessment to the same cohort of students or to representative samples in both a pre-test and post-test.
    - ■ Standalone evaluation without a follow-up assessment of the same cohort or representative samples (e.g., a summative or outcome assessment without a pre-test).
  - ○ A copy or sample of the questions included in the sustainability literacy assessment(s) or the website URL where the assessment tool may be found (text or upload)
  - ○ A brief description of how the literacy assessment was developed and/or when it was adopted
  - ○ A brief description of how a representative sample was reached (if applicable) and how the assessment(s) were administered
  - ○ A brief summary of results from the literacy assessment(s), including a description of any measurable changes over time

Optional

- □ Website URL where information about the programs or initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report the most recent data available. Sustainability literacy assessments administered within the three years prior to the anticipated date of submission are eligible for this credit. A structured pre- and post-assessment for which the pre-assessment has been conducted and the post-assessment has been scheduled may count.

Sampling and Data Standards

An institution 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 with a representative sample (e.g., 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. Recruiting students during a sustainability event or limiting the assessment to students enrolled in a sustainability course or program, for example, would not result in a representative sample.

An institution may report on a single assessment or on multiple assessments that target different groups (e.g., students taking specific courses).

Standards and Terms

Pre- and Post-Assessment

Consistent with the UCLA Office of Instructional Development, pre- and post-assessment is defined as follows:

> Pre- and post-assessments measure student learning by comparing results from tests conducted at the start and end of the course [or program]. This type of assessment identifies progress and/or mastery of desired learning goals among students with diverse educational backgrounds, and assesses the "value-added" by the course [or program].

A valid pre- and post-assessment must be administered to the same cohort of students or representative samples of the student population being assessed in both the pre-test and post-test.

Predominant student body

An institution's predominant student body is defined as the primary academic division (e.g., undergraduate versus graduate) that enrolls the greatest share of the total student population. For example, the predominant student body of an institution with 5,000 undergraduate students, 2,000 graduate students, and 500 post-graduate students would be undergraduate students.

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.

Sustainability literacy

Consistent with Sulitest, sustainability literacy is defined as "knowledge about our shared sustainability challenges as well as ways to create solutions to these challenges".

Sustainability literacy assessments are designed to assess student understanding of the interconnectedness of social, economic and environmental issues and challenges, and not just knowledge about the environment or environmental problems.

Literacy assessments are predominantly composed of items with "correct" and "incorrect" responses in contrast to assessments of sustainability culture (i.e., values, behaviors, beliefs and awareness) that are predominantly composed of items with no single "correct" response.

AC 7: Incentives for Developing Courses

2 points available

Rationale

This credit recognizes institutions that offer incentives to help academic staff expand sustainability course offerings. Providing release time, funding for professional development, trainings, and other incentives can help faculty broaden and deepen sustainability curriculum. Academic staff 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.

Applicability

This credit applies to all institutions.

Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or trainings offered by the institution. Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

Scoring

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

Reporting Fields

Required

- □ Does the institution have an ongoing program or programs that offer incentives for academic staff in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses?

  If yes, provide:

  - A brief description of the incentive 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 academic staff who participate in the program(s) receive

Optional

- □ Website URL where information about the incentives for developing sustainability course content is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

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

Standards and Terms

Not applicable

AC 8: Campus as a Living Laboratory

4 points available

Rationale

This credit recognizes institutions that utilize their infrastructure and operations as living environments for multidisciplinary learning and applied research 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.

Applicability

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

Criteria

Institution is utilizing its infrastructure and operations as a *living laboratory* for applied student learning for sustainability.The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example, below). Supervised student internships and non-credit work may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

Projects that utilize the local community as a living laboratory to advance sustainability may be included under Public Engagement. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

Scoring

An institution earns 0.4 points for each impact area addressed, regardless of how many projects address each area. Institutions with projects that collectively address 10 or more areas earn the maximum of 4 points available for this credit.

Reporting Fields

Required

- □ Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation in the following?

  - Campus Engagement
  - Public Engagement
  - Air & Climate
  - Buildings
  - Energy
  - Food & Dining
  - Grounds
  - Purchasing
  - Transportation
  - Waste
  - Water
  - Coordination & Planning
  - Diversity & Affordability
  - Investment & Finance
  - Wellbeing & Work

  For each area in which the institution has living lab projects, provide:

  - A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to the impact area

Optional

- □ Website URL where information about the institution's living laboratory program is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Projects and initiatives currently in progress or conducted within the three years prior to the anticipated date of submission are eligible for this credit.

Sampling and Data Standards

Not applicable

Standards and Terms

Living laboratory
Consistent with the American Association of Community Colleges (AACC) SEED Center, living laboratories are defined as campuses that "merge academics and… facilities management to provide students with real-world skills and, for the institution, a path to meet its sustainability goals".

Credit Example: Campus as a Living Laboratory

Example University utilizes its infrastructure and operations for applied student learning that contributes to sustainability in the following ways:

- 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. (Campus Engagement)
- 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 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 buildings, providing research on occupancy sensors, coordinating with lighting projects and developing installations packages that resulted in measurable energy savings. (Energy)
- A group of students conducted a semester-long project to analyze the application of clean and renewable energy on campus. (Energy)
- As a class project, students developed a business plan for a student-governed food cooperative. (Food & Dining)
- 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, evapotranspiration rate, groundwater availability and other factors. The budget is used to inform campus water conservation strategies and goals. (Water)
- A planning student completed a thesis outlining a smart growth model for the campus. (Coordination & Planning)
- Students gathered and analyzed data for a sustainability report and STARS submission. (Coordination & Planning)
- Sociology students conducted a survey of gender neutral facilities on campus and delivered recommendations to administrators. (Diversity & Affordability)
- Students published a paper detailing the university's investments in companies that practice and support hydraulic fracking. (Investment & Finance)
- An MD candidate studied health risks associated with pesticide use on campus. (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. (Wellbeing & Work)

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.

Credit	Applicable to:	Points available
AC 9: Research and Scholarship	Institutions where research is considered in employee promotion or tenure decisions.	12
AC 10: Support for Sustainability Research		4
AC 11: Open Access to Research		2
Total points available (if the subcategory is applicable) →		**18**

Connections to the United Nations Sustainable Development Goals (SDGs)

Performance in this subcategory directly contributes to Goal 9 (Build resilient infrastructure, promote sustainable industrialization and foster innovation). For example, **AC 9: Research and Scholarship** and **AC 10: Support for Sustainability Research** connect individuals, laboratories, research centers, and other campus community members with a shared interest in sustainability and encourage students and faculty members to research sustainability more broadly. Performance on **AC 11: Open Access to Research** may contribute to Goal 9 by facilitating the translation of this research into public benefits that advance sustainability.

AC 11: Open Access to Research addresses Goal 16 (Promote just, peaceful and inclusive societies) by helping develop effective, accountable and transparent institutions through the existence of policies and repository programs to ensure open access to peer-reviewed research.

Additional SDGs may also be addressed, depending on the specific content of an institution's sustainability research. For example, an institution's researchers may directly address targets related to gender equality (Goal 5), ocean acidification (Goal 14), or sustainable forest management (Goal 15). Community-based research projects may also help strengthen local/regional resilience and adaptive capacity to climate-related hazards and natural disasters (Goal 13). Completing an inventory of the institution's sustainability research, as required in **AC 9: Research and Scholarship**, provides an opportunity to identify which SDG targets are addressed.

AC 9: Research and Scholarship

12 points available

Rationale

This credit recognizes institutions where employees are conducting research and other forms of scholarship 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 employees and departments that conduct sustainability research are measures of the spread of sustainability research.

Applicability

This credit applies to all institutions where research is considered in employee promotion or tenure decisions. Institutions that do not consider research in promotion or tenure decisions as a matter of policy or standard practice may choose to mark all of the Research credits as Not Applicable. Pursuing one or more Research credits and marking other credits in the subcategory as Not Applicable is not allowed.

Criteria

Part 1. Sustainability research

Institution produces sustainability research as measured by the percentage of *employees* who conduct research that are engaged in *sustainability research*.

Part 2. Sustainability research by department

Institution produces sustainability research as measured by the percentage of *academic departments* that conduct research that include at least one employee who conducts sustainability research.

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name
- Departmental affiliation
- Research interests/topics or a brief description justifying the individual's inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

Scoring

Each part is scored independently.

Part 1

An institution earns the maximum of 6 points available for Part 1 of this credit when 15 percent or more of its employees that conduct 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 employees that conduct research are engaged in sustainability research, an institution would earn 3 points (half of the points available for Part 1).

Points for Part 1 of this credit are calculated automatically in the STARS Reporting Tool as follows:

Factor		Number of employees engaged in sustainability research		Total number of employees that conduct research		Points earned
40	×	_____	÷	_____	=	Up to 6

Part 2

An institution earns 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 (one-third of the points available for Part 2).

Points for Part 2 of this credit are calculated automatically in the STARS Reporting Tool as follows:

Factor		Number of departments that conduct sustainability research		Total number of departments that conduct research		Points earned
8	×	_____	÷	_____	=	Up to 6

Reporting Fields

Required

- □ Total number of employees that conduct research (headcount)
- □ Number of employees engaged in sustainability research (headcount)
- □ Total number of academic departments that include at least one employee who conducts research
- □ Number of academic departments that include at least one employee who conducts sustainability research
- □ A copy of the inventory of the institution's sustainability research (text or upload)
- □ A brief description of the methodology the institution followed to complete the research inventory (i.e., how the total number of employees that conduct research was determined and how sustainability research was identified, including the definitions used and the process for reviewing and/or validating the research inventory)

Optional

- □ Website URL where information about the programs or initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report the most recent data available from within the three years prior to the anticipated date of submission.

An institution may choose to report research activities from one, two, or three academic years, as long as both the total number of employees that conduct research and the number of employees engaged in sustainability research are measured during the same time.

Sampling and Data Standards

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 academic staff 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 total number of employees that conduct research must include, at minimum, all *academic staff* for whom research is considered in promotion and/or tenure decisions. Institutions may report on academic staff regardless of status (e.g., full-time, part-time, or adjunct) and may also include *non-academic staff* who conduct research, as long as they are counted consistently in both the numerator (the number of employees engaged in sustainability research) and the denominator (the total number of employees that conduct 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.

An institution that has developed a more refined approach to conducting the research inventory that is appropriate given its particular context may use that approach as long as it is consistent with the definitions and guidance provided. For example, a large research institution may limit the inventory to funded research.

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

Standards and 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) or a closely related set of disciplines (e.g., Asian Studies or Physics & Astronomy). 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 staff (i.e. faculty members)
Consistent with the Organisation for Economic Cooperation and Development (OECD) and the International Standard Classification of Education (ISCED), academic staff (also known as “faculty members” or “academic employees”) are defined as: “...personnel whose primary assignment is instruction, research, or public service. This includes staff personnel who hold an academic rank with titles such as professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. The category includes personnel with other titles, (e.g. dean, director, associate dean, assistant dean, chair or head of department), if their principal activity is instruction or research.” It does not include graduate, instruction and research assistants; student teachers; or teacher aides.

Employees
Employees are defined as personnel paid by the institution and include full-time and part-time workers (as defined by the institution), and both academic and non-academic staff.

Non-academic staff
Non-academic staff are defined as administrative, clerical, operational, support, and technical employees whose primary assignment is something other than instruction or research, i.e., personnel who are not classified as academic staff.

Sustainability challenges
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.Major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and environmental degradation. To identify additional sustainability challenges, it may be helpful to reference the principles outlined in the Earth Charter and/or the targets embedded in the UN Sustainable Development Goals (SDGs).

Sustainability research
Sustainability research is research and scholarship that explicitly addresses the concept of sustainability, furthers our understanding of the interdependence of ecological and social/economic systems, or has a primary and explicit focus on a major sustainability challenge.

AC 10: Support for Sustainability Research

4 points available

Rationale

This credit recognizes institutions that have programs in place to encourage students and academic staff 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 academic staff 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 academic staff to pursue sustainability related research.

Applicability

This credit applies to all institutions where research is considered in employee promotion or tenure decisions. Institutions that do not consider research in promotion or tenure decisions as a matter of policy or standard practice may choose to mark all of the Research credits as Not Applicable. Pursuing one or more Research credits and marking other credits in the subcategory as Not Applicable is not allowed.

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 sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.

- An ongoing program to encourage *academic staff* from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.

- Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.

- 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/or e-learning objects focused on sustainability.

Scoring

An institution earns 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).

Reporting Fields

Required

- □ Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research?

  If yes, provide:

  - A brief description of the student sustainability research program (Include the incentives provided and any positive outcomes during the previous three years.)
- □ Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?

  If yes, provide:

  - A brief description of the faculty sustainability research program (Include the incentives provided and any positive outcomes during the previous three years.)
- □ Does the the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research?

  If yes, provide:

  - A copy of the promotion or tenure guidelines or policies (text or upload)
- □ Does the institution have ongoing library support for sustainability research and learning (e.g., research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability)?

  If yes, provide:

  - A brief description of the institution's library support for sustainability research (Include any positive outcomes during the previous three years.)

Optional

- □ Website URL where information about the institution's support for sustainability research is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

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

Standards and Terms

Academic staff (i.e. faculty members)
Consistent with the Organisation for Economic Cooperation and Development (OECD) and the International Standard Classification of Education (ISCED), academic staff (also known as "faculty members" or "academic employees") are defined as: "...personnel whose primary assignment is instruction, research, or public service. This includes staff personnel who hold an academic rank with titles such as professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. The category includes personnel with other titles, (e.g. dean, director, associate dean, assistant dean, chair or head of department), if their principal activity is instruction or research." It does not include graduate, instruction and research assistants, student teachers, or teacher aides.

Sustainability challenges
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. Major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and environmental degradation. To identify additional sustainability challenges, it may be helpful to reference the principles outlined in the Earth Charter and/or the targets embedded in the UN Sustainable Development Goals (SDGs).

Sustainability research
Sustainability research is research and scholarship that explicitly addresses the concept of sustainability, furthers our understanding of the interdependence of ecological and social/economic systems, or has a primary and explicit focus on a sustainability challenge.

AC 11: Open Access to Research

2 points available

Rationale

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

Applicability

This credit applies to all institutions where research is considered in employee promotion or tenure decisions. Institutions that do not consider research in promotion or tenure decisions as a matter of policy or standard practice may choose to mark all of the Research credits as Not Applicable. Pursuing one or more Research credits and marking other credits in the subcategory as Not Applicable is not allowed.

Criteria

Institution facilitates *open access* publishing in at least one of the following ways. The institution:

A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "'author's accepted manuscript") versions of scholarly works in an open access repository.

   While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.

C. Provides an open access article processing charge (APC) fund for employees.

D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

Policies and programs 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.

Scoring

An institution earns the maximum of 2 points available for this credit by facilitating open access publishing in at least three of the ways outlined above. Partial points are available as follows:

Institution:	**Points earned**
A. Offers institutional open access repository hosting.	0.67
B. Has a published policy that mandates open access publishing.	0.67 (institution-wide policy) 0.33 (less comprehensive policy)
C. Provides an open access article processing charge (APC) fund.	0.67
D. Provides open access journal hosting services.	0.67
Total points earned →	**Up to 2**

Reporting Fields

Required

- □ Does the institution offer institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?

  If yes, provide:

  - Website URL where the open access repository is available
  - A brief description of the open access repository

- □ Does the institution have a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository? (Policies that are strictly opt-in do not qualify.)

  If yes:

  - The institution's open access policy (text or upload)
  - Does the policy cover the entire institution?

- □ Does the institution provide an open access article processing charge (APC) fund for employees?

  If yes:

  - A brief description of the open access APC fund

- □ Does the institution provide open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?

  If yes, provide:

  - A brief description of the open access journal hosting services

Optional

- □ Estimated percentage of peer-reviewed scholarly works published annually by the institution's employees that are deposited in a designated open access repository (0-100)
- □ Website URL where information about the institution's support for open access is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Current policies and programs at the time of submission are eligible for this credit.

Sampling and Data Standards

Not applicable

Standards and Terms

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.

Engagement (EN)

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 help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support employee engagement, training and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit	**Applicable to:**	**Points available**
EN 1: Student Educators Program	Institutions with students who are enrolled for credit and attend the physical campus	4
EN 2: Student Orientation	Institutions that that hold student orientation.	2
EN 3: Student Life	All institutions.	2
EN 4: Outreach Materials and Publications	All institutions.	2
EN 5: Outreach Campaign	All institutions.	4
EN 6: Assessing Sustainability Culture	All institutions.	1
EN 7: Employee Educators Program	All institutions.	3
EN 8: Employee Orientation	All institutions.	1
EN 9: Staff Professional Development and Training	All institutions.	2
Total points available (if all credits are applicable) →		**21**

Connections to the United Nations Sustainable Development Goals (SDGs)

Performance in this subcategory most directly contributes to Goal 4 (Ensure inclusive and quality education for all and promote lifelong learning). More specifically, all of the credits in this subcategory support Target 4.7 (By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development).

Goal 12 (Ensure sustainable consumption and production patterns) is also addressed by this subcategory. For example **EN 2: Student Orientation** and **EN 4: Outreach Materials and Publications** can enhance student learning about sustainability and encourage students to adopt sustainable habits, thus contributing to Target 12.8 (Ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature). Likewise, **EN 7: Employee Educators Program** and **EN 8: Employee Orientation** can raise awareness and encourage more sustainable behaviors among employees.

Goal 13 (Take urgent action to combat climate change and its impacts) includes an engagement-related target to improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning. **EN 1: Student Educators Program**, **EN 7: Employee Educators Program**,and **EN 9: Staff Professional Development and Training** may address this target by engaging students and employees to disseminate information about sustainability concepts, encourage broader participation in sustainability initiatives, and model a sustainability ethic to the entire campus community.

Additional SDGs may also be addressed, depending on the specific content of an institution's outreach and education initiatives. For example, a co-curricular program can provide students with the awareness, knowledge and skills required to help eliminate violence against women (Goal 5) and new employee orientation can encourage workers to use more sustainable commuting options (Goal 11).

EN 1: Student Educators Program

4 points available

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.

Applicability

This credit applies to all institutions with students who are enrolled for credit and attend the physical campus.

Criteria

Part 1. Percentage of students served by a peer-to-peer educators program

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, *peer-to-peer* sustainability outreach and education program for students that is explicitly focused on sustainability. The institution:

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

This credit recognizes ongoing student educator programs that engage students as peers 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 actively participate.

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 the Outreach Campaign and Student Life credits.

Scoring

Part 1

An institution earns the maximum of 2 points available for Part 1 of this credit by having one or more peer-to-peer educator programs that serve all students enrolled for credit. Incremental points are awarded based on the percentage of students served by a peer-to-peer educators program. For example, an institution with a program that serves 50 percent of all students would earn 1 point (half of the points available for Part 1).

Points for Part 1 are calculated automatically in the STARS Reporting Tool as follows:

Factor		**Total number of students served by a peer-to-peer sustainability outreach and education program**		**Total number of students enrolled for credit**		**Points earned for Part 1**
2	×	_____	÷	_____	=	Up to 2

Part 2

An institution earns the maximum of 2 points available for Part 2 of this credit when trained student educators work at least one hour annually for each student served by a peer-to-peer educators program. Incremental points are awarded based on the number of hours worked per student served. For example, an institution for which trained student educators work 0.5 hours per student served earns 1 point (half of the points available for Part 2.

Points for Part 2 are calculated automatically in the STARS Reporting Tool as follows:

Factor		**Grand total number of hours worked annually by trained student sustainability educators**		**Total number of students served by a peer-to-peer sustainability outreach and education program**		**Points earned for Part 2**
2	×	_____	÷	_____	=	Up to 2

Reporting Fields

Required

- □ Number of *students enrolled for credit* (headcount)
- □ Total number of students served by a peer-to-peer sustainability outreach and education program

  If greater than zero, provide:
  - Name of the student educators program (1st program)
  - A brief description of the student educators program (1st program) (Include how student educators are trained and examples of peer-to-peer education and outreach activities.)
  - A brief description of the student educators program's target audience (1st program)
  - Number of trained student educators (1st program)
  - Number of weeks the student educators program is active annually (1st program)

- Average or expected number of hours worked weekly per trained student educator (1st program)
- Total number of hours worked annually by trained student educators (1st program)
- Website URL where information about the student educators program is available (1st program)

If reporting students served by additional peer-to-peer educator programs, for up to two additional programs, provide:

- Name of the student educators program
- A brief description of the student educators program
- A brief description of the student educators program's target audience
- Number of trained student educators
- Number of weeks the student educators program is active annually
- Average or expected number of hours worked weekly per trained student educator
- Total number of hours worked annually by trained student educators
- Website URL where information about the student educators program is available

If reporting students served by more than three programs, provide:

- A brief description of all other student peer-to-peer sustainability outreach and education programs
- Number of trained student educators (all other programs)
- Number of weeks, on average, the student educators programs are active annually (all other programs)
- Average or expected number of hours worked weekly per student educator (all other programs)
- Total number of hours worked annually by trained student educators (all other programs)

Optional

- □ Website URL where information about the student sustainability educators programs is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current program status and offerings at the time of submission for ongoing programs. Use the most recent data available from within the three years prior to the anticipated date of submission to report the number of students served by each program, the number of student educators, and the total number of enrolled students.

Sampling and Data Standards

Part 1

Include, at minimum, all students enrolled for credit (undergraduate and graduate). Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award and students who are exclusively enrolled in distance education programs may be excluded.

Part 2

Institutions may report the total number of student educators trained in a given year, a representative snapshot, or an average from throughout the period.

If the actual number of hours worked is not tracked directly, the total number of hours worked annually may be estimated by multiplying the number of trained educators × the average or expected number of hours worked weekly × the number of weeks educators are active.

Standards and Terms

Peer-to-peer education

Consistent with the My-Peer Toolkit hosted by Curtin University:

> A peer is an individual who is of equal standing with another and who belongs to a specific societal group, sharing distinct characteristics with this group.

There is no power imbalance within a peer relationship (e.g., as there would be in a faculty-student or manager-worker relationship).

Peer-to-peer outreach and education programs train members of specific social groups or networks (e.g., students or workers) to become "experts" in a certain topic. These individuals then become peer educators who share what they have learned with other members of the same group to catalyze change. Peer education is based on the understanding that people make changes not only based on what they know, but also on the opinions and actions of close trusted peers.

Students enrolled for credit

Consistent with U.S. IPEDS, students enrolled for credit include all students enrolled in courses or programs that can be applied towards the requirements for a postsecondary degree, diploma, certificate, or other formal award, regardless of whether or not they are seeking a degree or certificate. This includes:

- Students enrolled for credit in off-campus centers
- High school students taking regular college courses for credit
- Students taking remedial courses if the student is degree-seeking for the purpose of student financial aid determination
- Students from overseas enrolled in U.S. courses for credit (e.g., online students)
- Graduate students enrolled for thesis credits, even when zero credits are awarded as these students are still enrolled and seeking their degree.

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 includes 20 student educators and serves 2,000 students (the residential population). Educators are expected to work four hours per week over an 36-week period.
2) Example University's School of Law has a team of 5 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. Educators are expected to work four hours per week over an 36-week period.

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

Part 1

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

Factor		Number of students served by a peer-to-peer outreach and education program		Total number of students enrolled for credit		Points earned for Part 1
2	×	2,500	÷	5,000	=	1

Part 2

Total number of hours worked annually by trained student sustainability educators = (20 × 4 × 36) + (5 × 4 × 36) = 3,600

Factor		Grand total number of hours worked annually by trained student sustainability educators		Total number of students served by a peer-to-peer sustainability outreach and education program		Points earned for Part 2
2	×	3,600	÷	2,500	=	2

EN 2: Student Orientation

2 points available

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.

Applicability

This credit applies to all institutions that hold student orientation.

Criteria

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

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.

Scoring

An institution earns the maximum of 2 points available for this credit when sustainability is included prominently in orientation activities and programming made available to all entering students. 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 for this credit are calculated automatically in the STARS Reporting Tool as follows:

Factor		**Percentage of entering students provided orientation activities and programming that include sustainability (0-100)**		**Points earned**
0.02	×	_____	=	Up to 2

Reporting Fields

Required

- □ Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability?
    - First-year students
    - Transfer students
    - Entering graduate students (if applicable)

  If yes to any of the above, provide:
    - Percentage of all entering students (including transfer and graduate students) 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 (Include how multiple dimensions of sustainability are addressed.)

Optional

- □ Website URL where information about the programs or initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

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

Report on all entering (i.e., new) students, including transfer and graduate students.

Standards and Terms

Not applicable

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

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.

Applicability

This credit applies to all institutions.

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 focused on sustainability
- Cultural arts events, installations or performances focused on sustainability
- Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow *Leave No Trace principles*
- Sustainability-focused themes chosen for themed semesters, years, or first-year experiences (e.g., choosing a sustainability-focused 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

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

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.

Reporting Fields

Required

- □ Does the institution have one or more co-curricular sustainability programs or initiatives in 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
    - 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 focused on sustainability that have students as the intended audience
    - Cultural arts events, installations or performances focused on sustainability that have students as the intended audience
    - Wilderness or outdoors programs that follow Leave No Trace principles
    - Sustainability-focused themes chosen for themed semesters, years, or first-year experiences
    - Programs through which students can learn sustainable life skills
    - 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

  For each category in which the institution has a program or initiative, provide:
    - Name and a brief description of the program or initiative (Include website URL where more information may be found.)

Optional

- □ A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

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

Standards and Terms

Leave No Trace principles
The Leave No Trace Center for Outdoor Ethics has produced Seven Principles covering responsible enjoyment of the outdoors.

EN 4: Outreach Materials and Publications

2 points available

Rationale

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

Applicability

This credit applies to all institutions.

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability
- Signage that highlights sustainability features on campus
- A sustainability walking map or tour
- A guide for green living and/or incorporating sustainability into the residential experience

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in Campus Engagement.

Scoring

Institutions earn 0.4 points for each type of publication and/or outreach material described above, regardless of how many of each type are produced. Institutions with all five types of publications or outreach materials earn the maximum of 2 points available for this credit.

Reporting Fields

Required

- □ Does institution produce the following publications and outreach materials?
    - A central sustainability website that consolidates information about the institution's sustainability efforts
    - A sustainability newsletter or social media platform that focuses specifically on campus sustainability
    - Signage that highlights sustainability features on campus
    - A sustainability walking map or tour
    - A guide for green living and/or incorporating sustainability into the residential experience

For each publication or material, provide:

- A brief description of the publication or material (Include website URL where more information is available.)

Optional

- □ A brief description of other comprehensive sustainability outreach materials and publications not covered above
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on currently used outreach materials and publications at the time of submission.

Sampling and Data Standards

Not applicable

Standards and Terms

Not applicable

EN 5: Outreach Campaign

4 points available

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.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Student outreach campaign

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 by students in a course.

Part 2. Employee outreach campaign

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 by 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 dorm or green office rating 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.

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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.

Reporting Fields

Required

- □ Has the institution held at least one sustainability-related outreach campaign during the previous three years that was directed at students and yielded measurable, positive results in advancing sustainability?
- □ Has the institution held at least one sustainability-related outreach campaign during the previous three years that was directed at employees and yielded measurable, positive results in advancing sustainability?

  If yes to either of the above, provide:
  - Name of the campaign
  - A brief description of the campaign (Include how students and/or employees were engaged and website URL where information about the campaign is available.)
  - A brief description of the measured positive impact(s) of the campaign

Optional

- □ Name of the campaign (2nd campaign)
- □ A brief description of the campaign (2nd campaign)
- □ A brief description of the measured positive impact(s) of the campaign (2nd campaign)
- □ A brief description of other sustainability-related outreach campaigns
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on the most recent campaign(s) for which data is available from within the three years prior to the anticipated date of submission. 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.

Standards and Terms

Not applicable

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: Assessing Sustainability Culture

1 point available

Rationale

This credit recognizes institutions that are assessing the sustainability culture of the campus community. Such assessments help institutions evaluate the success of their sustainability outreach and education initiatives and develop insight into how these initiatives could be improved.

Applicability

This credit applies to all institutions.

Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors, and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on sustainability values, behaviors, and/or beliefs.

Scoring

An institution earns the maximum of 1 point available for this credit by administering a longitudinal assessment to the entire campus community, directly or by *representative sample*. Partial points are available based on the population assessed and whether or not the assessment is conducted longitudinally, as follows:

Attributes of the sustainability culture assessment (points awarded)	**Points earned**
An assessment of sustainability culture is: ● Administered to the entire campus community directly or by representative sample (0.5 points)	_____

OR ● Administered to a subset of the campus community or a sample that may not be representative of the entire community. (0.25 points)	
● Administered longitudinally to measure change over time (i.e., with one or more follow-up assessments administered to the same cohort or representative samples of the same population).	× 2
Total points earned →	**Up to 1**

Reporting Fields

Required

- □ Does the institution conduct an assessment of sustainability culture (i.e., the assessment focuses on sustainability values, behaviors, and beliefs, and may also address awareness of campus sustainability initiatives)?
  If yes:
  - Which of the following best describes the cultural assessment? The assessment is administered to:
    - The entire campus community (students and employees) directly or by representative sample.
    - A subset of the campus community or a sample that may not be representative of the entire community.
  - Which of the following best describes the structure of the cultural assessment? The assessment is administered:
    - Longitudinally to measure change over time (i.e. with one or more follow-up assessments administered to the same cohort or representative samples of the same population)
    - Without a follow-up assessment of the same cohort or representative samples of the same population.
  - A brief description of how and when the cultural assessment(s) were developed and/or adopted
  - A copy or sample of the questions related to sustainability culture or the website URL where the assessment tool is available (text or upload)
  - A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered
  - A brief summary of results from the cultural assessment, including a description of any measurable changes over time

Optional

- □ Website URL where information about the programs or initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report the most recent data available from assessments administered within the three years prior to the anticipated date of submission. A structured longitudinal assessment for which an initial assessment has been conducted and one or more follow up assessments have been scheduled may count.

Sampling and Data Standards

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

In conducting an assessment with a representative sample (e.g., 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. Recruiting students during a sustainability event or limiting the assessment to students enrolled in a sustainability course or program, for example, would not result in a representative sample. Institutions may report on a single assessment or on multiple assessments that target different groups (e.g., students enrolled in specific programs, or separate assessments for staff and students).

Standards and Terms

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.

EN 7: Employee Educators Program

3 points available

Rationale

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

Applicability

This credit applies to all institutions.

Criteria

Part 1. Percentage of employees served by a peer-to-peer educators program

Institution engages its *employees* in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, *peer-to-peer* sustainability outreach and education program for employees. The institution:

- Selects or appoints employees to serve as peer educators and formally designates the employees as educators (paid and/or volunteer);
- Provides formal training to the employee educators in how to conduct peer outreach; AND
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

This credit recognizes ongoing programs that engage employees as peers 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 actively participate.

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained employee educators (e.g., “green leaders”).

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the Employee Orientation and Staff Professional Development and Training credits.

Scoring

Part 1

An institution earns the maximum of 1.5 points for Part 1 of this credit by having one or more peer-to-peer educator programs that serve all employees. Incremental points are awarded based on the percentage of employees served by a peer-to-peer educators program. For example, an institution with a program that serves 50 percent of all employees would earn 0.75 points (half of the points available for Part 1).

Points for Part 1 are calculated automatically in the STARS Reporting Tool as follows:

Factor		**Number of employees served by a peer-to-peer sustainability outreach and education program**		**Total number of employees**		**Points earned for Part 1**
1.5	×	_____	÷	_____	=	Up to 1.5

Part 2

An institution earns the maximum of 1.5 points available for Part 2 of this credit when trained employee educators work at least one hour annually for each employee served by a peer-to-peer educators program. Incremental points are awarded based on the number of hours worked per employee served. For example, an institution for which trained employee educators work 0.5 hours per employee served earns 0.75 points (half of the points available for Part 2.

Points for Part 2 are calculated automatically in the STARS Reporting Tool as follows:

Factor		**Total number of hours worked annually by trained employee sustainability educators**		**Total number of employees served by a peer-to-peer sustainability outreach and education program**		**Points earned for Part 2**
1.5	×	_____	÷	_____	=	Up to 1.5

Reporting Fields

Required

- □ Total number of employees (headcount)
- □ Total number of employees served by a peer-to-peer sustainability outreach and education program

  If greater than zero, provide:

  - Name of the employee educators program (1st program)
  - A brief description of the employee educators program (1st program) (Include how employee educators are trained and examples of peer-to-peer education and outreach activities.)

- A brief description of the employee educators program's target audience (1st program)
- Number of trained employee educators (1st program)
- Number of weeks the employee educators program is active annually (1st program)
- Average or expected number of hours worked weekly per trained employee educator (1st program)
- Total number of hours worked annually by trained employee educators (1st program)
- Website URL where information about the employee educators program is available (1st program)

If reporting employees served by an additional peer-to-peer educators programs, provide:

- Name of the employee educators program (2nd program)
- A brief description of the employee educators program (2nd program)
- A brief description of the employee educators program's target audience (2nd program)
- Number of trained employee educators (2nd program)
- Number of weeks the employee educators program is active annually (2nd program)
- Average or expected number of hours worked weekly per trained employee educator (2nd program)
- Total number of hours worked annually by trained employee educators (2nd program)
- Website URL where information about the employee educators program is available (2nd program)

If reporting employees served by more than two programs, provide:

- A brief description of all other employee peer-to-peer sustainability outreach and education programs
- Number of trained employee educators (all other programs)
- Number of weeks, on average, the employee educators programs are active annually (all other programs)
- Average or expected number of hours worked weekly per trained employee educator (all other programs)
- Total number of hours worked annually by trained employee educators (all other programs)

Optional

- □ Website URL where information about the employee sustainability educators programs is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current program status and offerings at the time of submission.

Sampling and Data Standards

Part 1

Include all regular full- and part-time employees (academic and non-academic staff); reporting on a sample or subset of regular employees is not allowed.

Part 2

Institutions may report the total number of employee educators trained in a given year, a representative snapshot, or an average from throughout the period.

If the actual number of hours worked is not tracked directly, the total number of hours worked annually may be estimated by multiplying the number of trained educators × the average or expected number of hours worked weekly × the number of weeks educators are active.

Standards and Terms

Employees
Employees are defined as personnel paid by the institution and include full-time and part-time workers (as defined by the institution), and both academic staff (i.e., "faculty members") and non-academic staff.

Peer-to-peer education
Consistent with the My-Peer Toolkit hosted by Curtin University:

> A peer is an individual who is of equal standing with another and who belongs to a specific societal group, sharing distinct characteristics with this group.

There is no power imbalance within a peer relationship (e.g., as there would be in a faculty-student or manager-worker relationship).

Peer-to-peer outreach and education programs train members of specific social groups or networks (e.g., students or workers) to become "experts" in a certain topic. These individuals then become peer educators who share what they have learned with other members of the same group to catalyze change. Peer education is based on the understanding that people make changes not only based on what they know, but also on the opinions and actions of close trusted peers.

Scoring Example: Employee Educators Program

Example College employs 500 people. The college 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 Green Teams train educators to represent their departments. All academic departments at Example College participate in the Green Teams and have at least one representative who serves on the institution-wide Green Team. This program includes 12 peer educators and serves 200 employees (i.e., those employees affiliated with an academic department). Educators are expected to contribute at least 30 minutes per week on Green Team activities.

2) Example College's maintenance department has two 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. Educators contribute an average of 1 hour per week as Sustainability Ambassadors.

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

Part 1

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

Factor		**Number of employees served by a peer-to-peer sustainability outreach and education program**		**Total number of employees**		**Points earned for Part 1**
1.5	×	250	÷	500	=	0.75

Part 2

Total number of hours worked annually by trained employee sustainability educators = (6 × .5 × 50 weeks) + (2 × 1 × 50 weeks) = 260

Factor		**Total number of hours worked annually by trained employee sustainability educators**		**Total number of employees served by a peer-to-peer sustainability outreach and education program**		**Points earned for Part 2**
1.5	×	250	÷	250	=	1.5

EN 8: Employee Orientation

1 point available

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.

Applicability

This credit applies to all institutions.

Criteria

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

Scoring

An institution earns 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 for this credit are calculated automatically in the STARS Reporting Tool as follows:

Factor		**Percentage of new employees offered orientation and/or outreach and guidance materials that cover sustainability**		**Points earned**
0.01	×	_____	=	Up to 1

Reporting Fields

Required

- □ Percentage of new employees (academic and non-academic staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics (0-100)

  If greater than zero, provide:

- A brief description of how sustainability is included in new employee orientation (Include how multiple dimensions of sustainability are addressed.)

Optional

- □ Website URL where information about the programs or initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Institutions may choose to report activities from the most recent 1, 2, or 3 years prior to the anticipated date of submission.

Sampling and Data Standards

Not applicable

Standards and Terms

Employees
Employees are defined as personnel paid by the institution and include full-time and part-time workers (as defined by the institution), and both academic staff (i.e., “faculty members”) and non-academic staff.

EN 9: Staff Professional Development and Training

2 points available

Rationale

This credit recognizes institutions that ensure that staff members have the opportunity to participate in professional development and training opportunities in sustainability. By offering and supporting professional development and training 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.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Availability of professional development and training in sustainability

Institution makes available *professional development and training* opportunities in sustainability to all *non-academic staff* at least once per year.

Part 2. Participation in professional development and training in sustainability

Institution's regular (full-time and part-time) non-academic staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g., by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities include:

- Training to integrate sustainability knowledge and skills into the workplace;
- Lifelong learning and continuing education in sustainability; and/or
- Sustainability accreditation and credential maintenance (e.g., LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the Employee Educators Program and Outreach Campaign credits respectively, and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development or training opportunity to count, the institution must offer financial or other support (e.g., payment, reimbursement, or subsidy).

This credit applies to non-academic staff members only; it does not include academic staff, i.e., faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

Scoring

Each part is scored independently.

Part 1

An institution earns 1 point by making available sustainability professional development and training opportunities to all non-academic staff members at least once a year. Partial points are not available for Part 1.

Part 2

An institution earns the maximum of 1 point available for Part 2 of this credit when 75 percent or more of regular (full-time and part-time) non-academic staff participate annually in sustainability professional development and training that is either provided or supported by the institution. Partial points are available based on the percentage of regular employees that participates, as follows:

Estimated percentage of regular non-academic staff that participates annually in sustainability professional development and training	Points earned
1 – 24%	0.25
25 – 49%	0.5
50 – 74%	0.75
75% or more	1

Reporting Fields

Required

- □ Does the institution make available professional development and training opportunities in sustainability to all non-academic staff at least once per year?
- □ Does the institution wish to pursue Part 2 of this credit (the rate of staff participation in sustainability professional development and training)?

  If yes, provide:

  - Estimated percentage of regular non-academic staff (full-time and part-time) that participates annually in sustainability professional development and training (0, 1-24%, 25-49%, 50-74%, 75% or more)

  If sustainability professional development and training opportunities for staff are made available or supported, provide at least one of the following:

  - A brief description of any internal sustainability professional development and training opportunities that the institution makes available to non-academic staff
  - A brief description of any external professional development and training opportunities in sustainability that are supported by the institution (e.g., through payment, reimbursement, or subsidy)

Optional

- □ Estimated percentage of regular non-academic staff (full-time and part-time) for which sustainability is included in performance reviews (0, 1-24%, 25-49%, 50-74%, 75% or more)
- □ A brief description of how sustainability is included in staff performance reviews
- □ Website URL where information about the programs or initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current program status and offerings and professional development and training activities that occurred within the three years prior to the anticipated date of submission. Institutions may choose to report professional development and training activities from one, two, or three years, as long as both the total number of staff and the number of staff participating are measured during the same period.

Sampling and Data Standards

Not applicable

Standards and Terms

Non-academic staff
Non-academic staff are defined as administrative, clerical, operational, support, and technical employees whose primary assignment is something other than instruction or research, i.e., personnel who are not classified as academic staff.

Professional development and training
Consistent with the Organisation for Economic Co-operation and Development (OECD), professional development and training is defined as “any activity which develops an individual’s skills, knowledge, expertise and other characteristics” as an employee. These include formal coursework, participation in activities of professional organizations, collaborative development of new approaches, and independent study and research.

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, nonprofit 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.

Credit	Applicable to:	Points available
EN 10: Community Partnerships	All institutions.	3
EN 11: Inter-Campus Collaboration	All institutions.	3
EN 12: Continuing Education	Institutions that have formal continuing education or community education programs.	5
EN 13: Community Service	All institutions.	5
EN 14: Participation in Public Policy	All institutions.	2
EN 15: Trademark Licensing	Institutions whose logo is trademarked and appears on apparel, and have gross annual licensing revenue of $50,000 (US/Canadian) or more.	2
Total points available (if all credits are applicable) →		**20**

Connections to the United Nations Sustainable Development Goals (SDGs)

Performance on **EN 10: Community Partnerships** may contribute to Goal 1 (End poverty in all its forms everywhere), for example when an institution partners with entities in the local community to build the resilience of underrepresented groups and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters. **EN 15: Trademark Licensing** also addresses Goal 1 by helping eradicate extreme poverty for garment workers.

EN 12: Continuing Education and **EN 13: Community Service** both address Goal 4 (Ensure inclusive and quality education for all and promote lifelong learning).

EN 15: Trademark Licensing addresses Goal 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all) by protecting labor rights and promoting safe and secure working environments.

Performance on **EN 10: Community Partnerships** may contribute to Goal 11 (Make cities inclusive, safe, resilient and sustainable), for example when an institution partners with entities in the local community to help develop and implement policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, and resilience to disasters.

EN 15: Trademark Licensing addresses Goal 12 (Ensure sustainable consumption and production patterns) by recognizing the adoption and implementation of sustainable procurement policies (i.e., a labor rights code of conduct).

EN 10: Community Partnerships, **EN 11: Inter-Campus Collaboration**, and **EN 14: Participation in Public Policy** address Goal 16 (Promote just, peaceful and inclusive societies) by helping develop effective, accountable and transparent institutions and ensure responsive, inclusive, participatory and representative decision-making.

EN 10: Community Partnerships and **EN 11: Inter-Campus Collaboration** both address Goal 17 (Strengthen the means of implementation and revitalize the global partnership for sustainable development) by encouraging and promoting multi-stakeholder partnerships for sustainability. **EN 14: Participation in Public Policy** also addresses Goal 17 by helping enhance policy coherence for sustainable development.

Additional SDGs may also be addressed, depending on the specific content of an institution's educational offerings, community service opportunities, partnerships and collaborations. For example, a continuing education course might provide local community members with the knowledge and skills required to enhance food security and improve nutrition (Goal 2), a service learning program can help ensure healthy lives and promote well-being (Goal 3), and a community partnership can help ensure that vulnerable populations have access to water and sanitation (Goal 6). Completing an inventory of the institution's continuing education sustainability course offerings, as required in **EN 12: Continuing Education**, and reviewing the institution's community service activities, partnerships and advocacy efforts for other credits in this subcategory provide an opportunity to identify which SDG targets are addressed.

EN 10: Community Partnerships

3 points available

Rationale

This credit recognizes institutions that have developed campus-community partnerships 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.

Applicability

This credit applies to all institutions.

Criteria

Institution has one or more *formal community partnership(s)* with school districts, government agencies, private sector organizations, *civil society organizations*, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses *sustainability challenges* in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.
- Multi-year or ongoing (rather than a short-term project or event).
- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.
- Inclusive and participatory, i.e., *underrepresented groups* and/or *vulnerable populations* are engaged as equal partners in strategic planning, decision-making, implementation, and review.

This credit is inclusive of partnerships with local and distant communities.

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 partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the Community Service credit.

Scoring

An institution earns the maximum of 3 points available for this credit for having at least one formal community partnership that meets all of the criteria outlined above. Partial points are available for institutions that have a partnership that meets at least one of the criteria, as follows:

Institution has at least one formal community partnership that meets:	Points earned
All four criteria	3
Three of the four criteria	2
Two of the four criteria	1

Note that points are not earned cumulatively. For example, an institution that has one or more partnerships that meet two of the criteria and one or more partnerships that meet three of the criteria would earn 2 points for this credit, rather than 3.

Reporting Fields

Required

- □ Name of the institution's formal community partnership to advance sustainability
- □ Does the institution provide financial or material support for the partnership?
- □ Which of the following best describes the partnership timeframe?
    - ○ Short-term project or event
    - ○ Multi-year or ongoing
- □ Which of the following best describes the partnership?
    - ○ Sustainability-focused (The primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.)
    - ○ Sustainability-related (It addresses a sustainability challenge, but does not have a primary and explicit focus on sustainability.)
- □ Are underrepresented groups and/or vulnerable populations engaged as equal partners (in strategic planning, decision-making, implementation, and review)?
- □ A brief description of the institution's formal community partnership to advance sustainability (including website URL if available)

Optional

- □ For up to two additional partnerships, provide:
    - ○ Name of the institution's formal community partnership to advance sustainability
    - ○ Does the institution provide financial or material support for the partnership?
    - ○ Which of the following best describes the partnership timeframe?
        - ■ Short-term project or event
        - ■ Multi-year or ongoing
    - ○ Which of the following best describes the partnership?
        - ■ Sustainability-focused
        - ■ Sustainability-related
    - ○ Are underrepresented groups and/or vulnerable populations engaged as equal partners?

    - A brief description of the institution's formal community partnership to advance sustainability, including website URL if available
- □ A brief description of the institution's other community partnerships to advance sustainability
- □ Website URL where information about the programs or initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

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

Standards and Terms

Civil society organizations
Consistent with the Organization for Economic Co-operation and Development (OECD), civil society organizations are defined "to include all non-market and non-state organizations outside of the family in which people organize themselves to pursue shared interests in the public domain. Examples include community-based organizations and village associations, environmental groups, women's rights groups, farmers' associations, faith-based organizations, labour unions, cooperatives, professional associations, chambers of commerce, independent research institutes and the not-for-profit media."

Formal community partnership
Formal community partnerships are purposeful, lasting, mutually beneficial relationships that link institutional resources with school districts, government agencies, non-profit organizations, NGOs, businesses and/or other external entities to work together to understand and address the core problems facing local communities. Successful community partnerships strengthen the capacity of both institutional and community partners to build healthy, just and resilient communities.

Sustainability challenges
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. Major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and environmental degradation. To identify additional sustainability challenges, it may be helpful to reference the principles outlined in the Earth Charter and/or the targets embedded in the UN Sustainable Development Goals (SDGs).

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.

Vulnerable populations

Consistent with the World Health Organization, vulnerable populations are defined by "the degree to which a population, individual or organization is unable to anticipate, cope with, resist and recover from the impacts of disasters":

> Children, pregnant women, elderly people, malnourished people, and people who are ill or immune -compromised, are particularly vulnerable when a disaster strikes, and take a relatively high share of the disease burden associated with emergencies. Poverty – and its common consequences such as malnutrition, homelessness, poor housing and destitution – is a major contributor to vulnerability.

EN 11: Inter-Campus Collaboration

3 points available

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.

Applicability

This credit applies to all institutions.

Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is a member of a national or international higher education sustainability network.
- Actively participates in a regional, state/provincial, or local higher education sustainability network.
- Has presented at a higher education sustainability conference during the previous year.
- Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.
- Has had *employees* or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years.
- Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program.
- Has had employees or students serving as peer reviewers of another institution's sustainability data (e.g., GHG emissions or course inventory) and/or STARS submission during the previous three years.

Scoring

An institution earns 0.5 points for each initiative listed above up to the maximum of 3 points available for this credit.

Reporting Fields

Required

- □ Is the institution currently a member of a national or international higher education sustainability network?

  If yes, provide:

  - The name of the national or international sustainability network(s)

- □ Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?

  If yes, provide:

  - The name of the regional, state/provincial or local sustainability network(s)
- □ Has the institution presented at a higher education sustainability conference during the previous year?

  If yes, provide:

  - A list or brief description of the conference(s) and presentation(s)
- □ Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?

  If yes, provide:

  - A list or brief description of the sustainability resource center or awards program and submission(s)
- □ Has the institution had employees or students serving on a board or committee of a sustainability network or conference during the previous three years?

  If yes, provide:

  - A list or brief description of the board or committee appointment(s)
- □ Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?

  If yes, provide:

  - A brief description of the mentoring relationship and activities
- □ Has the institution had employees or students serving as peer reviewers of another institution's sustainability data (e.g., GHG emissions or course inventory) and/or STARS submission during the previous three years?

  If yes, provide:

  - A brief description of the peer review activities

Optional

- □ A brief description of other inter-campus collaborative efforts around sustainability during the previous year (e.g., joint planning or resource sharing with other institutions)
- □ Website URL where information about the institution's inter-campus collaborations is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Unless otherwise specified above, report on current membership status and inter-campus collaborations that were active during the three years prior to the anticipated date of submission.

Sampling and Data Standards

Not applicable

Standards and Terms

Employees

Employees are defined as personnel paid by the institution and include full-time and part-time workers (as defined by the institution), and both academic staff (i.e., “faculty members”) and non-academic staff.

EN 12: Continuing Education

5 points available

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.

Applicability

This credit applies to institutions that have a formal continuing education or community education program (e.g., that offers courses and awards certificates).

Criteria

Part 1. Continuing education courses in sustainability

Institution's offers *continuing education* courses that are *sustainability-focused* or *sustainability-inclusive* (see Standards and Terms).

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title and department (or equivalent) of the course.
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Part 2. Sustainability-focused certificate program

Institution has at least one *sustainability-focused certificate program* through its continuing education or extension department (or the equivalent).

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

Scoring

Each part of this credit is scored independently.

Part 1

An institution earns the maximum of 3 points for Part 1 of this credit when sustainability course offerings 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 are sustainability-focused or sustainability-inclusive. For example, an institution where 5 percent of all continuing education courses offered were sustainability course offerings would earn 1.5 points (half of the points available for Part 1).

Points for Part 1 are calculated automatically in the STARS Reporting Tool as follows:

Factor		**Number of continuing education courses that are sustainability course offerings**		**Total number of continuing education courses offered**		**Points earned**
30	×	_____	÷	_____	=	Up to 3

Part 2

An institution earns 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.

Reporting Fields

Required

Part 1

- □ Total number of continuing education courses offered
- □ Number of continuing education courses that are sustainability course offerings
- □ A copy of the institution's inventory of its continuing education sustainability course offerings and descriptions (text or upload)
- □ Do the figures reported above cover one, two, or three academic years?

Part 2

- □ Does the institution have at least one sustainability-focused certificate program through its continuing education or extension department?

  If yes, provide:
  - A brief description of the certificate program(s)

Optional

- □ Website URL where information about the institution's continuing education courses and programs in sustainability is available
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Part 1

Report on the most recent data available from within the three years prior to the anticipated date of submission. 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 at the time of submission.

Sampling and Data Standards

Part 1

Each institution is free to choose a methodology to identify continuing education sustainability course offerings that is most appropriate given its unique circumstances. Asking continuing education faculty and programs to self-identify courses that are sustainability-focused and sustainability-inclusive 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.

To best reflect the number of opportunities community members have to learn about sustainability, it is recommended that institutions count each time a course is offered as a separate course (e.g., a course with two sections taught in the fall term and two sections taught during spring term would count as four courses). To streamline the data gathering process, however, institutions may elect to count a course with multiple offerings as a single 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 are sustainability-focused or sustainability-inclusive.

Likewise, an institution may choose whether or not to count courses that are cross-listed as separate courses. For example, a course that is cross-listed in two departments may be counted as one or two courses, as long as the institution's methodology is consistent. Similarly, a course that is listed as both an academic course and a continuing education course may be counted in both the Academic Courses credit and this credit, as long as this is done consistently.

Part 2

Not applicable

Standards and Terms

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.

Sustainability challenges

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. Major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and environmental degradation. To identify additional sustainability challenges, it may be helpful to reference the principles outlined in the Earth Charter and/or the targets embedded in the UN Sustainable Development Goals (SDGs).

Sustainability course offerings

Sustainability course offerings include A) sustainability-focused courses and B) sustainability-inclusive courses:

A. Sustainability-focused courses (a.k.a. "sustainability courses")

To count as sustainability-focused, the course title or description must indicate a *primary and explicit* focus on sustainability. This includes:

- Foundational courses with a primary and explicit focus on sustainability (e.g., Introduction to Sustainability, Sustainable Development, Sustainability Science).
- Courses with a primary and explicit focus on the application of sustainability within a field (e.g., Architecture for Sustainability, Green Chemistry, Sustainable Agriculture, Sustainable Business). As sustainability is an interdisciplinary topic, such courses generally incorporate insights from multiple disciplines.
- Courses with a primary and explicit focus on a major sustainability challenge (e.g., Climate Change Science, Environmental Justice, Global Poverty and Development, Renewable Energy Policy). The focus of such courses might be on providing knowledge and understanding of the problems and/or the tools for solving them.

The course title or description does not have to use the term "sustainability" to count as sustainability-focused if the primary and explicit focus of the course is on the interdependence of ecological and social/economic systems or a major sustainability challenge. If the course title and description do not unequivocally indicate such a focus, but it is evident from the course description or syllabus that the course incorporates sustainability challenges, issues, and concepts in a prominent way, the course may qualify as sustainability inclusive (see below).

B. Sustainability-inclusive courses (a.k.a. "sustainability-related courses")

Courses that are not explicitly focused on sustainability may contribute towards scoring if sustainability has clearly been incorporated into course content. To count as sustainability-inclusive, the course description or rationale provided in the course inventory must indicate that the course incorporates a unit

or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability challenges, issues, and concepts 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 sustainability-inclusive unless the concept of sustainability, or sustainability challenges and issues are specifically integrated into the course. Likewise, although specific tools or practices such as GIS (Geographic Information Systems) or engineering can be applied towards sustainability, such courses would not count unless the description or rationale provided in the inventory clearly indicates that sustainability is integrated into the course.

Sustainability-focused program

Sustainability-focused programs are interdisciplinary academic programs that have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems. 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.

EN 13: Community Service

5 points available

Rationale

This credit recognizes institutions that engage their students and employees in community service. 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 and employees 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.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Percentage of students participating in community service

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

Part 2. Community service hours per student

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

Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

Scoring

Each part is scored independently.

Part 1

An institution earns the maximum 2.25 points available for Part 1 of this credit by engaging 100 percent of its predominant 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 1.125 points (half of the points available for Part 1).

Points for Part 1 are calculated automatically in the STARS Reporting Tool as follows:

Factor		Number of students engaged in community service		Total number of students		Points earned
2.25	×	_____	÷	_____	=	

Part 2

An institution earns the maximum 2.25 points available for Part 2 of this credit by engaging its 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 1.125 points (half of the points available for Part 2).

Points for Part 2 are calculated automatically in the STARS Reporting Tool as follows:

Factor		Number of student community service hours contributed		Total number of students		Points earned
0.1125	×	_____	÷	_____	=	

Part 3

An institution earns the maximum of 0.5 points available for Part 3 of this credit for having a formal program to support employee volunteering during regular work hours. Partial points are not available for Part 3.

Reporting Fields

Required

- □ Does the institution wish to pursue Part 1 of this credit (student participation in community service)?

  If yes, provide:
  - Total number of students (headcount)
  - Number of students engaged in community service (headcount)
- □ Does the institution wish to pursue Part 2 of this credit (student community service hours)?

  If yes, provide:
  - Total number of student community service hours contributed annually
- □ Does the institution have a formal program to support employee volunteering during regular work hours?

  If yes, provide:
  - A brief description of the institution's program to support employee volunteering
  - Does the institution track the number of employee community service hours contributed through programs it sponsors?

    If yes, provide:
    - Total number of employee community service hours contributed annually through programs sponsored by the institution

Optional

- □ Website URL where information about the institution's community service programs is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

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

Sampling and Data Standards

Part 1 and Part 2

Include, at minimum, all full-time undergraduate *students enrolled for credit* or else the institution's *predominant student body*. An institution may use a *representative sample* or survey to determine student participation in community service or report actual or expected participation in formal community service programs. An institution may choose to exclude non-credit, part-time, continuing education, distance education, and/or graduate students, as long as they are excluded from both the count of students engaged in community service and the count of total students. Any exclusions should be documented in the "Data source(s) and notes…" field.

Part 3

Report actual participation in incentive programs sponsored by the institution, e.g., as measured by the number of paid community service hours claimed or the number of hours contributed during organized service events.

Standards and Terms

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).

Employees
Employees are defined as personnel paid by the institution and include full-time and part-time workers (as defined by the institution), and both academic staff (i.e., "faculty members") and non-academic staff.

Predominant student body
An institution's predominant student body is defined as the primary academic division (e.g., undergraduate versus graduate) that enrolls the greatest share of the total student population. For example, the predominant student body of an institution with 5,000 undergraduate students, 2,000 graduate students, and 500 post-graduate students would be undergraduate students.

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.

Students enrolled for credit
Consistent with U.S. IPEDS, students enrolled for credit include all students enrolled in courses or programs that can be applied towards the requirements for a postsecondary degree, diploma, certificate, or other formal award, regardless of whether or not they are seeking a degree or certificate. This includes:

- Students enrolled for credit in off-campus centers
- High school students taking regular college courses for credit
- Students taking remedial courses if the student is degree-seeking for the purpose of student financial aid determination
- Students from overseas enrolled in U.S. courses for credit (e.g., online students)
- Graduate students enrolled for thesis credits, even when zero credits are awarded as these students are still enrolled and seeking their degree.

EN 14: Participation in Public Policy

2 points available

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.

Applicability

This credit applies to all institutions.

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local
- State/provincial/regional
- National
- International

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, or employees who are acting as representatives of the institution or its governance bodies may count. Advocacy by students or employees conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

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.

Scoring

An institution earns 0.67 points for each level outlined above at which it advocates for public policies that support campus sustainability or that otherwise advance sustainability. A maximum of 2 points are available for this credit.

Reporting Fields

Required

- □ Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the following levels?
    - Municipal/local
    - State/provincial/regional
    - National
    - International

  For each positive response above, provide:
    - A brief description of how the institution engages in public policy advocacy for sustainability (Include 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 (if applicable)
- □ A brief description of political donations the institution made during the previous three years (if applicable)
- □ Website URL where information about the programs or initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on sustainability policy advocacy efforts that took place during the three years prior to the anticipated date of submission. It is not required that all advocacy efforts be reported.

Sampling and Data Standards

Not applicable

Standards and Terms

Not applicable

EN 15: Trademark Licensing

2 points available

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.

Applicability

This credit applies to institutions whose logo is trademarked and appears on apparel, and have gross annual licensing revenue of $50,000 (US/Canadian) or more.

Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the *Worker Rights Consortium (WRC)*, the *Fair Labor Association (FLA)*, or, for institutions outside the U.S., Canada, and the U.K., an equivalent independent monitoring and verification organization that has been approved by AASHE[1]; OR

- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the WRC Model Code of Conduct, the FLA Workplace Code of Conduct, or the International Labour Organisation (ILO) fundamental Conventions.

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

Scoring

An institution earns the maximum of 2 points available for this credit for being a member of an independent monitoring and verification organization. Partial points are available. An institution that is not a member of an independent monitoring and verification organization, but has adopted a labor rights code of conduct in its licensing agreements with the licensees who produce its logo apparel earns 1 point.

Reporting Fields

Required

[1] Email stars@aashe.org to inquire about program equivalence prior to submission.

- □ Is the institution currently a member of the following?
    - ○ Worker Rights Consortium (WRC)
    - ○ Fair Labor Association (FLA)
    - ○ An equivalent independent monitoring and verification organization approved by AASHE

  If reporting an equivalent that is not FLA or WRC, provide:
    - ○ A brief description of the independent monitoring and verification organization

  If institution is not a member of a monitoring and verification organization:
    - ○ Has the institution adopted a labor rights code of conduct in its licensing agreements with the licensees who produce its logo apparel?

      If yes, provide:
        - ■ The labor rights code of conduct for licensees (text or upload)

Optional

- □ Website URL where information about the institution's trademark licensing initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current membership status and active codes of conduct at the time of submission.

Sampling and Data Standards

Not applicable

Standards and Terms

Fair Labor Association
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.

Worker Rights Consortium
The Worker Rights Consortium (WRC) is an independent monitoring organization focused on protecting the rights of workers who make apparel and other products.

Operations (OP)

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.

Credit	**Applicable to:**	**Points available**
OP 1: Emissions Inventory and Disclosure	All institutions.	3
OP 2: Greenhouse Gas Emissions	All institutions.	8
Total points available →		**11**

Connections to the United Nations Sustainable Development Goals (SDGs)

Goal 3 (Ensure healthy lives and promote well-being for all at all ages) contains a target to substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination. **OP 1: Emissions Inventory and Disclosure** addresses this target by encouraging institutions to track and manage air pollutant emissions and improve outdoor air quality.

For most institutions, energy consumption is the largest source of greenhouse gas (GHG). By recognizing institutions that are tracking and reducing their Scope 1 and Scope 2 GHG emissions, both credits in this subcategory contribute to Goal 7 (Ensure access to affordable, reliable, sustainable and modern energy for all).

Goal 11 (Make cities inclusive, safe, resilient and sustainable) is addressed by **OP 1: Emissions Inventory and Disclosure** which encourages institutions to track and manage air emissions, minimize atmospheric pollution and protect outdoor air quality.

Performance on **OP 2: Greenhouse Gas Emissions** contributes to Goal 13 (Take urgent action to combat climate change and its impact) by recognizing institutions that are measuring and reducing their greenhouse gas emissions.

OP 1: Emissions Inventory and Disclosure

3 points available

Rationale

This credit recognizes institutions that are accounting for and publicly disclosing the greenhouse gas and air pollutant emissions that result from institutional activities.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its *Scope 1 and Scope 2 greenhouse gas (GHG) emissions*. The inventory may also:

- Include *Scope 3 GHG emissions* from one or more of the following sources:
    - Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)
    - Commuting (regular commuting to and from the institution by students and employees)
    - Purchased goods and services (e.g., food and paper)
    - Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)
    - Fuel- and energy-related activities not included in Scope 1 or 2
    - Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)
    - Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)

- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- *Major stationary sources* (e.g., combustion-based energy plants, boilers, furnaces, and generators)
- *Area sources* (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)
- *Mobile sources* (e.g., campus fleet, other motorized vehicles, and lawn care equipment)
- Commuting
- Off-site electricity production

Scoring

Each part is scored independently.

Part 1

An institution earns the maximum of 2.5 points available for Part 1 when it has completed an inventory that includes all Scope 1 and Scope 2 GHG emissions, includes Scope 3 GHG emissions from at least six of the sources listed in the criteria, and 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. Partial points are earned as follows:

GHG Inventory attributes	**Points earned**
Scope 1 and Scope 2 GHG emissions	1.25
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	0.104 for each source up to 0.625
Independent validation/verification	0.625
Total points earned for Part 1 →	**Up to 2.5**

Part 2

An institution earns the maximum of 0.5 points available for Part 2 when it has completed an inventory of air pollutant emissions that includes at least three of the categories listed. Partial points are earned as follows:

Air pollutant emissions inventory attributes	**Points earned**
Air pollutant emissions from: ● Major stationary sources ● Area sources ● Mobile sources ● Commuting ● Offsite electricity production	0.167 for each source
Total points earned for Part 2 →	**Up to 0.5**

Reporting Fields

Required

Part 1

- □ Has the institution conducted a GHG emissions inventory that includes all Scope 1 and 2 emissions?

  If yes, provide the following:

  - 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
  - Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?

    If yes, provide:

    - A brief description and/or documentation to support the GHG inventory verification process (text or upload)
  - Gross Scope 1 GHG emissions from stationary combustion
  - Gross Scope 1 GHG emissions from other sources (i.e., mobile combustion, process emissions, fugitive emissions)
  - Gross Scope 2 GHG emissions from purchased electricity (calculated using a market-based method, see Measurement)
  - Gross Scope 2 GHG emissions from purchased heating and cooling (i.e., steam and/or chilled water)
  - Gross GHG emissions from biogenic sources (i.e., combustion of biomass)
- □ Does the GHG emissions inventory include Scope 3 GHG emissions?

  If yes, provide:

  - Scope 3 GHG emissions from business travel (MtCO2e)
  - Scope 3 GHG emissions from commuting (MtCO2e)
  - Scope 3 GHG emissions from purchased goods and services (MtCO2e)
  - Scope 3 GHG emissions from capital goods (MtCO2e)
  - Scope 3 GHG emission from fuel- and energy-related activities not included in Scope 1 or 2 (MtCO2e)
  - Scope 3 GHG emissions from waste generated in operations (MtCO2e)
  - Scope 3 GHG emissions from other sources not included in Scope 1 or 2 (MtCO2e)
  - A brief description of how the institution accounted for its Scope 3 emissions

Part 2

- □ Has the institution completed an inventory to quantify its air pollutant emissions?

  If yes, provide*:*

  - Annual weight of emissions (tonnes or short tons) for:
    - Nitrogen oxides (NOx)
    - Sulfur Oxides (SOx)
    - Carbon monoxide (CO)

        - Particulate matter (PM)
        - Ozone (O3)
        - Lead (Pb)
        - Hazardous air pollutants (HAPs)
        - Ozone-depleting compounds (ODCs)
        - Other standard categories of air emissions identified in permits and/or regulations
    - Do the air pollutant emissions figures provided include the following?
        - Major stationary sources
        - Area sources
        - Mobile sources
        - Commuting
        - Offsite electricity production
    - A brief description of the methodology(ies) the institution used to complete its air emissions inventory

Optional

- □ Location-based Scope 2 GHG emissions (MtCO2e):
    - Gross Scope 2 GHG emissions from purchased electricity (location-based)
    - Gross Scope 2 GHG emissions from purchased heating and cooling (location-based)
- □ Website URL where information about the institution's emissions inventories is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

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

To conduct a GHG emissions inventory, campuses may use the Climate Registry, the Sustainability Indicator Management & Analysis Platform (SIMAP), the Scope 3 Evaluator tool, and/or any methodology or calculator that is consistent with the World Resources Institute (WRI) Greenhouse Gas Protocol Corporate Standard and the Scope 3 calculation guidance provided by WRI.

This credit is based on GHG emissions calculated using a market-based method that reflects emissions from electricity that the institution has purposefully chosen, including contractual instruments such as RECs, GOS, and I-RECs. An institution that wishes to disclose its Scope 2 GHG emissions calculated using a location-based method that does not consider such contractual arrangements may do so in the

optional reporting fields provided. Note that GHG emissions calculated using a market-based method may be the same as GHG emissions calculated using a location-based method, e.g., when an institution does not have supplier-specific emissions factors.

Part 2

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 associated tools). If data for all sources and/or an entire year are not available, an institution may use representative samples.

Standards and Terms

Area sources of air emissions
Consistent with the U.S. Environmental Protection Agency, "area" sources of air emissions are defined as stationary sources that “emit less than 10 tons [9 tonnes] per year of a single air toxic or less than 25 tons [23 tonnes] per year of a combination of air toxics. Though emissions from individual area sources are often relatively small, collectively their emissions can be of concern - particularly where large numbers of sources are located in heavily populated areas”.

Emissions inventory
An emissions inventory is a list of emissions sources and estimates of emissions from these sources.

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.

Major stationary sources of air emissions
Consistent with the U.S. Environmental Protection Agency, major stationary sources of air emissions include combustion-based energy plants (e.g., steam plants), boilers, furnaces, generators, and other non-moving sources that emit 9 tonnes (10 tons) per year of any listed toxic air pollutants or 23 tonnes (25 tons) per year of a mixture of air toxics.

Mobile sources
Mobile sources of air pollutants includes emissions from cars, buses, tractors, lawn care equipment, and other motor vehicles, engines and equipment that can be moved from one location to another.

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

OP 2: Greenhouse Gas Emissions

8 points available

Rationale

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

Applicability

This credit applies to all institutions.

Criteria

Part 1. GHG emissions per person

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

Part 2. GHG emissions per unit of floor area

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the *minimum performance threshold* of 0.215 metric tons of carbon dioxide equivalent (MTCO2e) per gross square metre (0.02 MTCO2e per gross square foot) of floor area.

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 (see Standards and Terms).

Carbon offsets

For this credit, the following carbon offsets may be counted:

- *Third-party verified, purchased carbon offsets*
- *Institution-catalyzed carbon offsets* (popularly known as "local offsets")
- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

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 Reporting Fields is entered in the online Reporting Tool.

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

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

A = Gross Scope 1 GHG emissions (MTCO2e)
B = Gross Scope 2 GHG emissions (MTCO2e)
C = Institution-catalyzed carbon offsets generated (MTCO2e)
D = Carbon storage from on-site composting (MTCO2e)
E = Third-party verified carbon offsets purchased (MTCO2e)
F = Carbon offsets for which emissions reductions have been sold or transferred (MTCO2e)

Part 1

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 2.25 points (half of the points available for Part 1).

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 1 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 GHG emissions, baseline year (MTCO2e)
B = Weighted campus users, baseline year
C = Adjusted net Scope 1 and 2 GHG emissions, performance year (MTCO2e)
D = Weighted campus users, performance year

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 based on an institution's performance between the minimum performance threshold of 0.215 MTCO2e per gross square metre (0.02 MTCO2e per gross square foot) of floor area and zero. For example, an institution with annual adjusted net Scope 1 and 2 GHG emissions of 0.01 MTCO2e per gross square foot of floor area would earn 2.25 points (half of the points available for Part 2).

Scoring for Part 2 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. The STARS Reporting Tool calculates EUI-adjusted floor area according to the following formula:

$$\text{EUI-adjusted floor area} = \{ A + [2 \times (B + C)] + D \}$$

A = Gross floor area of building space (square metres or feet)
B = Floor area of laboratory space (square metres or feet)
C = Floor area of healthcare space (square metres or feet)
D = Floor area of other energy intensive space (square metres or feet)

Points for Part 2 of this credit are earned according to the following formula:

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

A = Minimum performance threshold (MTCO2e per gross square metre or foot)
B = Adjusted net Scope 1 and 2 GHG emissions, performance year (MTCO2e)
C = EUI-adjusted floor area, performance year (square metres or feet)

Reporting Fields

Required

Part 1

- □ Gross Scope 1 GHG emissions, performance year (MTCO2e)
- □ Gross Scope 2 GHG emissions, performance year (MTCO2e)
- □ Gross Scope 1 GHG emissions, baseline year (MTCO2e)
- □ Gross Scope 2 GHG emissions, baseline year (MTCO2e)
- □ Start date, performance year or 3-year period
- □ End date, performance year or 3-year period
- □ Start date, baseline year or 3-year period
- □ End date, baseline year or 3-year period

  If end date of the baseline year/period is 2004 or earlier, provide:
  - 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)
- □ Figures needed to determine total carbon offsets, performance year:
  - Third-party verified carbon offsets purchased, performance year (MTCO2e)
  - Institution-catalyzed carbon offsets generated, performance year (MTCO2e)
  - Carbon storage from on-site composting, performance year (MTCO2e)

    If total performance year carbon offsets are greater than zero, provide:
    - A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes (as applicable)
  - Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution, e.g. in the form of verified emissions reductions (VERs) (MTCO2e)
- □ Figures needed to determine total carbon offsets, baseline year:
  - Third-party verified carbon offsets purchased, baseline year (MTCO2e)
  - Institution-catalyzed carbon offsets generated, baseline year (MTCO2e)
  - Carbon storage from on-site composting, baseline year (MTCO2e)

    If total baseline year carbon offsets are greater than zero, provide:

        - Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution, e.g. in the form of verified emissions reductions (VERs) (MTCO2e)
- □ Figures needed to determine weighted campus users, performance year:
    - Number of students resident on-site, performance year
    - Number of employees resident on-site, performance year
    - Number of other individuals resident on-site and/or staffed hospital beds (if applicable), performance year
    - Total full-time equivalent student enrollment, performance year
    - Full-time equivalent of employees, performance year
    - Full-time equivalent of students enrolled exclusively in distance education, performance year
- □ Figures needed to determine "weighted campus users", baseline year:
    - Number of students resident on-site, baseline year
    - Number of employees resident on-site, baseline year
    - Number of other individuals resident on-site and/or staffed hospital beds (if applicable), baseline year
    - Total full-time equivalent student enrollment, baseline year
    - Full-time equivalent of employees, baseline year
    - Full-time equivalent of students enrolled exclusively in distance education, baseline year

Part 2

- □ *Gross floor area of building space*, performance year (square metres or feet)
- □ Floor area of *laboratory space*, performance year (square metres or feet)
- □ Floor area of *healthcare space*, performance year (square metres or feet)
- □ Floor area of other *energy intensive space*, performance year (square metres or feet)

Optional

- □ Carbon storage from non-additional sequestration on institution-owned land, performance year (MtCO2e)
- □ A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years
- □ Website URL where information about the institution's GHG emissions is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

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 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 for reductions during its first STARS submission, but would be able to use its newly established baseline for subsequent submissions. Institutions without valid and reliable historical data should use performance year data for both the baseline and performance year.

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 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

This credit is based on GHG emissions calculated using a market-based method that reflects emissions from electricity that the institution has purposefully chosen, including contractual instruments such as RECs, GOs, and I-RECs. An institution that wishes to disclose its Scope 2 GHG emissions calculated using a location-based method that does not consider such contractual arrangements may do so in the optional reporting fields provided in the Emissions Inventory and Disclosure credit.

Institution-catalyzed carbon offsets must be certified/third party verified or, at a minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e., what would have happened in the absence of the project?);
- Demonstration of additionality (i.e., the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
- Identification and quantification of relevant secondary effects (i.e., small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);
- Consideration of reversibility (i.e., assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);
- Avoidance of double-counting (i.e., the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

Examples include:

- GHG Protocol for Project Accounting (World Resources Institute)
- Land Use, Land Change and Forestry (IPCC)
- Forest Project Protocol (Climate Action Reserve),
- Framework for Forest Management Offset Protocols (Canadian Council of Forest Ministers)
- The Compliance Offset Protocols (COP) adopted by the California Air Resources Board (CARB)
- Protocols shared by members of The Offset Network

Institutions that have sold or transferred carbon offsets, e.g., in the form of *verified emissions reductions* (VERs), may not count those offsets toward this credit. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see *Scoring*).

Reductions should only be counted as offsets once, i.e., toward no more than one of the offset categories outlined in the credit criteria

Standards and Terms

Energy intensive space

Energy intensive space includes “laboratory space”, “healthcare space”, and “other energy intensive space”. “Other energy intensive space” is reported separately from laboratory space and healthcare space and may include data centers, food production space, convenience stores, 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 more information, see ENERGY STAR Portfolio Manager Technical Reference: U.S. Energy Use Intensity by Property Type.

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 metres or feet)
B = Floor area of laboratory space (square metres or feet)
C = Floor area of healthcare space (square metres or feet)
D = Floor area of other energy intensive space (square metres or feet)

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.

Buildings within the overall STARS boundary that the institution leases entirely (i.e., the institution is the only tenant) should be included.

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.

Guarantees of origin
A Guarantee of Origin (GO) is a certificate issued by European energy authorities to certify that electricity was produced from renewable energy sources.

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.

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 or newly sequester greenhouse gas emissions on campus or in the broader 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. Local projects that are to be used as offsets must be third party verified, peer verified (for example through the The Offset Network), or, at a minimum, quantified using a method that is consistent with the World Resources Institute GHG Protocol for Project Accounting (or equivalent). Non-additional sequestration does not count as an institution-catalyzed carbon offset.

International RECs

An International REC (I-REC) is a type of energy attribute certificate intended for regions without an existing or reliable energy attribute tracking framework.

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.

Minimum performance threshold
Minimum performance thresholds are benchmarks against which campus performance may be assessed for scoring purposes. The thresholds used in this version of STARS were calculated at the first decile for institutions reporting under STARS 2.0 as of July 31, 2015 and rounded to the nearest hundredth. In other words, 90 percent of institutions rated under STARS 2.0 before July 31, 2015 performed better than the minimum threshold. Extreme outliers were excluded from the calculations.

Renewable energy certificates
The Center for Resource Solutions (CRS) provides the following definition of Renewable Energy Certificates (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.

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.

Third-party verified, purchased carbon offsets
Third-party verified carbon offsets are purchased from outside vendors. The Verified Carbon Standard and the Gold Standard are two organizations that provide project-level 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. Green-e Climate is a retail standard and certification for carbon offsets that requires use of high-quality offset project standards like VCS and Gold Standard and also provides assurances related to the accurate and exclusive sale and delivery of carbon offsets in the retail market.

Verified emission reduction
Verified emission reductions (VERs) are carbon offsets created by projects which have been verified outside of the Kyoto Protocol and exchanged in the voluntary market for carbon credits.

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 students resident on-site
B = Number of employees resident on-site
C = Number of other individuals resident on-site and/or staffed hospital beds
D = Total full-time equivalent student enrollment
E = Full-time equivalent of employees
F = Full-time equivalent of students enrolled exclusively in distance education

Scoring Example: Greenhouse Gas Emissions

Part 1

A. Adjusted net Scope 1 and 2 GHG emissions, baseline year (MTCO2e):

- Gross Scope 1 GHG emissions = 48,195
- Gross Scope 2 GHG emissions = 11,475
- Institution-catalyzed carbon offsets generated = 650

Baseline adjusted net Scope 1 and 2 GHG emissions
= (48,195 + 11,475) - (650)
= 59,670 - 650
= 59,020 MTCO2e

B. Weighted campus users, baseline year:

a. Number of students resident on-site = 5,800
b. Number of employees resident on-site= 200
c. Number of other individuals resident on-site and/or staffed hospital beds = 0
d. Total full-time equivalent student enrollment = 6,750
e. Full-time equivalent of employees = 1,200
f. Full-time equivalent of students enrolled in exclusively in distance education = 250

Baseline weighted campus users = (Ba + Bb + Bc) + 0.75 [(Bd - Ba) + (Be - Bb) - Bf]
= (5,800 + 200 + 0) + 0.75 [(6,750 - 5,800) + (1,200 - 200) - (250)]
= 6,000 + 0.75 (950 + 1,000 – 250)
= 6,000 + 0.75 (1,700)
= 7,275

C. Adjusted net Scope 1 and 2 GHG emissions, performance year (MTCO2e):

- Gross scope 1 GHG emissions = 42,133
- Gross scope 2 GHG emissions = 11,599
- Institution-catalyzed carbon offsets generated = 4,400

Performance year adjusted net Scope 1 and 2 GHG emissions
= (42,133 + 11,599) - 4,400
= 53,732 – 4,400
= 49,332 MTCO2e

D. Weighted campus users, performance year:

a. Number of students resident on-site = 6,000
b. Number of employees resident on-site= 180
c. Number of other individuals resident on-site and/or staffed hospital beds = 0
d. Total full-time equivalent student enrollment = 7,000
e. Full-time equivalent of employees = 1,200
f. Full-time equivalent of students enrolled exclusively in distance education = 350

Performance year weighted campus users = (Da + Db + Dc) + 0.75 [(Dd - Da) + (De - Db) - Df]
= (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 for Part 1

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

Part 2

EUI-adjusted floor area (square feet)

A. Gross floor area of building space = 4,000,000
B. Floor area of laboratory space = 80,000
C. Floor area of healthcare space = 0
D. Floor area of other energy intensive space = 24,000

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 square feet

Calculating points earned for Part 2

A. Minimum performance threshold = 0.02 MTCO2e per square foot
B. Adjusted net Scope 1 and 2 GHG emissions, performance year = 49,332 MTCO2e
C. EUI-adjusted floor area, performance year = 4,184,000 square feet

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

Buildings

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

Credit	Applicable to:	Points available
OP 3: Building Design and Construction	Institutions that have new construction and/or major renovation projects completed within the previous five years.	3
OP 4: Building Operations and Maintenance	All institutions.	5
Total points available (if all credits are applicable) →		**8**

Connections to the United Nations Sustainable Development Goals (SDGs)

Performance in this subcategory contributes to Goal 3 (Ensure healthy lives and promote well-being for all at all ages) by recognizing institutions that design and maintain their buildings in ways that protect the health of building occupants and the environment.

Institutions can conserve water and contribute to Goal 6 (Ensure availability and sustainable management of water and sanitation for all) by incorporating environmental features into building design and operations. For example, requiring minimum standards of efficiency for indoor and outdoor water use can reduce water consumption.

By adopting and following a sustainable operations and maintenance framework and incorporating environmental features into design and construction projects, institutions can conserve energy and contribute to Goal 7 (Ensure access to affordable, reliable, sustainable and modern energy for all).

OP 3: Building Design and Construction recognizes institutions that have incorporated sustainable features into their design and construction projects, which contributes to Goal 9 (Build resilient infrastructure, promote sustainable industrialization and foster innovation).

Goal 11 (Make cities inclusive, safe, resilient and sustainable) includes a target to reduce the adverse environmental impact of cities with special attention given to air quality and waste management. **OP 3: Building Design and Construction** addresses this target by taking these factors into consideration during the building design phase.

Performance in this subcategory also contributes to Goal 12 (Ensure sustainable consumption and production patterns) and the target to achieve sustainable management and efficient use of natural resources. Sustainable design and operations can allow institutions to conserve energy, reduce waste and water consumption, and support markets for environmentally preferable materials.

OP 3: Building Design and Construction

3 points available

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, 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 for new campus buildings.

Applicability

This credit applies to institutions that have new construction and/or major renovation projects completed within the previous five years that are *eligible for certification* under a green building rating system for design and construction.

Criteria

Institution-owned buildings that were constructed or underwent *major renovations* in the previous five years were designed and built in accordance with a published *green building code*, policy/guideline, and/or *rating system*.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR
- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs.

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

Scoring

An institution earns the maximum of 3 points for this credit when all eligible building space completed during the previous five years is certified at the highest achievable level under a multi-attribute GBC rating system for new construction and major renovations. Incremental points are awarded based on the

percentage of eligible building space designed and built in accordance with a published green building code, policy, or rating system and/or certified at various levels, as outlined in the table below.

Points for this credit are calculated automatically in the STARS Reporting Tool as follows:

Design and construction level	Factor		Floor area certified or designed and built at each level		Total floor area of new or renovated building space		Points earned
Certified at the highest achievable level under a multi-attribute GBC rating system (e.g., LEED BD+C Platinum or Certified Living Building)	3.0		_____				
Certified or at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system (e.g., LEED BD+C Gold)	2.5		_____				
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system (e.g., BREEAM Very Good)	2.25		_____				
Certified at a step above minimum level under a 4- or 5-tier, multi-attribute GBC rating system (e.g., LEED BD+C Silver)	2.0	×	_____	÷	_____	=	
Certified at minimum level under a multi-attribute GBC rating system (e.g., LEED BD+C Certified)	1.5		_____				
Certified/verified at any level under a a multi-attribute, non-GBC rating system, a green building code, or a single-attribute rating system	1.5		_____				
Designed and built in accordance with a multi-attribute green building code, policy/guideline, or rating system, but not certified	1.25		_____				
Designed and built in accordance with a single-attribute green building code, policy/guideline, or rating system, but not certified	0.625		_____				
Total points earned →							**Up to 3**

Reporting Fields

Required

- □ Total floor area of newly constructed or renovated building space (square metres or feet)
- □ Floor area of newly constructed or renovated building space (square metres or feet):
    - ○ Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)
    - ○ Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)
    - ○ Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)
    - ○ Certified at a step above minimum level under ar 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)
    - ○ Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)
    - ○ Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction
    - ○ Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified
    - ○ Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified
- □ A list or inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building (text or upload)

Optional

- □ Website URL where information about the institution's green building design and construction program is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on the current certification status of buildings at the time of 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)*. 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.

Standards and Terms

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 focused on design and construction and for which construction or major renovations were completed during the previous five years. To be included, building space must meet the minimum program requirements of a rating system for new construction and major renovations. See, for example LEED BD+C Minimum Program Requirements.

Projects that do not meet minimum program requirements and are therefore ineligible for certification under a green building rating system for design and construction - for example, impermanent structures and projects with less than 93 square metres (100 square feet) of gross floor area - and minor renovations that allow the primary function space to be used for its intended purpose while the work is in progress may be excluded.

Green building code
Consistent with the U.S. Department of Energy, green building codes:

> ...go beyond minimum code requirements, raising the bar for energy efficiency. They can serve as a proving ground for future standards, and incorporate elements beyond the scope of the model energy codes, such as water and resource efficiency. As regional and national green building codes and programs become more available, they provide jurisdictions with another tool for guiding construction and development in an overall less impactful, more sustainable manner.

Examples include the International Green Construction Code (IgCC), ASHRAE Standard 189.1 for the Design of High-Performance Green Buildings, and regional codes such as the California Green Building Standards Code (CALGreen Code).

Green building rating system
The World Green Building Council (WorldGBC) defines green building rating systems as tools and certifications "used to assess and recognize buildings which meet certain green requirements or standards". Rating systems vary in their approach and can be applied to the design and construction of new buildings and major renovations or to the operations and maintenance of existing buildings. Rating systems may also be categorized as multi-attribute (e.g., addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality) or single-attribute (e.g., focusing predominantly on energy/water efficiency or human health and wellbeing).

Consistent with WorldGBC, STARS takes a neutral approach to individual rating systems, however comprehensive, multi-attribute certifications developed/administered by a WorldGBC member Green Building Council (GBC) are weighted more heavily for scoring purposes than single-attribute certifications and multi-attribute certifications that are not developed/administered by a GBC. Examples include, but are not limited to:

Building Design and Construction (OP-3)

Multi-attribute GBC rating systems	BREEAM, CASBEE, DGNB, Green Star, LEED BD+C, LEED ID+C, Living Building Certification, Parksmart
Multi-attribute non-GBC rating systems	Green Globes NC
Single-attribute rating systems	EDGE, Fitwell, Living Building Petal Certification, Net Zero Energy, Passive House / Passivhaus, WELL, ZCB-Design

Building Operations and Maintenance (OP-4)

Multi-attribute GBC rating systems	BREEAM-In Use, CASBEE for Existing Buildings, DGNB, Green Star Performance, LEED O+M, Parksmart Pioneer
Multi-attribute non-GBC rating systems	BOMA BEST, Green Globes EB
Single-attribute rating systems	EDGE, ENERGY STAR, Fitwell, TRUE, WELL, ZCB-Performance

Additional examples of GBC-administered rating systems are available at http://www.worldgbc.org/rating-tools.

Major renovation
Consistent with LEED, major renovation is defined as extensive alteration work, the extent and nature of which is such that "the primary function space cannot be used for its intended purpose while the work is in progress and where a new certificate of occupancy is required before the work area can be reoccupied."

Credit Example: Multi- and single-attribute green building codes, policies/guidelines, and rating systems

Multi-attribute frameworks address water efficiency, energy and atmosphere, material and resources, AND indoor environmental quality, whereas single-attribute frameworks focus predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Institution A has designed and built 4 buildings in the previous 5 years:

- 1 building certified under LEED BD+C. It is counted as "certified under a **multi-attribute** GBC rating system."
- 2 uncertified buildings designed under an internal green building policy that is based on LEED BD+C. They are counted as "designed and built in accordance with a **multi-attribute** green building code, policy, guideline, or rating system, but not certified/verified."

- 1 uncertified building designed to meet to Passive House standards. It is counted as “designed and built in accordance with a **single-attribute** green building code, policy, guideline, or rating system, but not certified/verified.”

OP 4: Building Operations and Maintenance

5 points available

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.

Applicability

This credit applies to all institutions.

Criteria

Institution-owned buildings are operated and maintained in accordance with a sustainable management policy/program and/or a *green building rating system* focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute - addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR
- Single-attribute - focusing predominantly on one aspect of sustainability such as energy/water efficiency or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs.

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

Building space that is certified only under a green building rating system for new construction and major renovation does not count for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C), but not LEED: Building Operations + Maintenance (O+M) should not be

counted as certified space. Sustainability in new construction and major renovation projects is covered in the Building Design and Construction credit.

Scoring

A institution earns the maximum of 5 points available for this credit by having all eligible building space certified at the highest achievable level under a multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings, e.g., LEED O+M Platinum. Incremental points are awarded based on the percentage of building space that is certified at each level and/or maintained in accordance with a sustainable operations and maintenance policy/program (see table below). For example, an institution that has 100 percent of its eligible building space certified at the minimum level would earn 2.5 points for this credit, while an institution that has 50 percent of its eligible building space certified at the minimum level would earn 1.25 points.

Points are calculated automatically in the STARS Reporting Tool as follows:

Operations and maintenance (O+M) level	**Factor**		**Floor area operated and maintained at each level**		**Total floor area of building space**		**Points earned**
Certified at the highest achievable level under a multi-attribute GBC rating system (e.g., LEED O+M Platinum)	5		_____				
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system (e.g., LEED O+M Gold)	4		_____				
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system (e.g., BREEAM-In Use Very Good)	3.5		_____				
Certified at a step above minimum level under another 4 -or 5–tier, multi-attribute GBC rating system (e.g., LEED O+M Silver)	3	×	_____	÷	_____	=	
Certified at minimum level under a multi-attribute GBC rating system (e.g., LEED O+M Certified, BREEAM In-Use Pass)	2.5		_____				
Certified at any level under a non-GBC rating system or a single-attribute rating system focused on O+M	2.5		_____				
Operated and maintained in accordance with a multi-attribute sustainable management policy/program, but not certified	2		_____				

Operated and maintained in accordance with a single-attribute sustainable management policy/program, but not certified	1		———				
Total points earned →							**Up to 5**

Reporting Fields

Required

- □ Total floor area of existing building space (square metres or feet)
- □ Floor area of existing building space (square metres or feet):
    - ○ Certified at the highest achievable level under a multi-attribute, Green Building Council (GBC) rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Platinum)
    - ○ Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Gold)
    - ○ Certified at mid-level under a 3- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM-In Use Very Good)
    - ○ Certified at a step above minimum level under a 4 -or 5–tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Silver)
    - ○ Certified at minimum level under a multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM In-Use Pass or LEED O+M Certified)
    - ○ Certified at any level under a non-GBC rating system or single-attribute rating system focused on the operations and maintenance of existing buildings
    - ○ Operated and maintained in accordance with a multi-attribute, sustainable management policy/program, but not certified under an O+M rating system
    - ○ Operated and maintained in accordance with a single-attribute, sustainable management policy/program, but not certified under an O+M rating system□
- □ A brief description of the sustainable operations and maintenance policy/program and/or O+M rating system(s) used

Optional

- □ Website URL where information about the institution's sustainable operations and maintenance program is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

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

Buildings for which O+M 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 two years following registration with a rating system. Finally, buildings that have been certified under a rating system that focuses on design and construction (e.g., LEED BD+C) may be excluded from the calculations for this credit for up to five years following the date of certification.

Sampling and Data Standards

Include all *eligible building space (operations and maintenance)* that is part of the institution's overall STARS institutional boundary. 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.

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 (see Institutional Characteristics) 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.

Standards and Terms

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 focused on the operations and maintenance of existing buildings. To be included, building space must meet the minimum program requirements of a rating system for existing buildings. See, for example, LEED O+M Minimum Program Requirements. 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., impermanent structures and buildings with less than 93 square metres (100 square feet) of gross floor area - may be excluded.

Green building rating system
The World Green Building Council (WorldGBC) defines green building rating systems as tools and certifications "used to assess and recognize buildings which meet certain green requirements or standards". Rating systems vary in their approach and can be applied to the design and construction of new buildings and major renovations or to the operations and maintenance of existing buildings. Rating systems may also be categorized as multi-attribute (e.g., addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor

environmental quality) or single-attribute (e.g., focusing predominantly on energy/water efficiency or human health and wellbeing).

Consistent with WorldGBC, STARS takes a neutral approach to individual rating systems, however comprehensive, multi-attribute certifications developed/administered by a WorldGBC member Green Building Council (GBC) are weighted more heavily for scoring purposes than single-attribute certifications and multi-attribute certifications that are not developed/administered by a GBC. Examples include, but are not limited to:

Building Design and Construction (OP-3)

Multi-attribute GBC rating systems	BREEAM, CASBEE, DGNB, Green Star, LEED BD+C, LEED ID+C, Living Building Certification, Parksmart
Multi-attribute non-GBC rating systems	Green Globes NC
Single-attribute rating systems	EDGE, Fitwell, Living Building Petal Certification, Net Zero Energy, Passive House / Passivhaus, WELL, ZCB-Design

Building Operations and Maintenance (OP-4)

Multi-attribute GBC rating systems	BREEAM-In Use, CASBEE for Existing Buildings, DGNB, Green Star Performance, LEED O+M, Parksmart Pioneer
Multi-attribute non-GBC rating systems	BOMA BEST, Green Globes EB
Single-attribute rating systems	EDGE, ENERGY STAR, Fitwell, TRUE, WELL, ZCB-Performance

Additional examples of GBC-administered rating systems are available at http://www.worldgbc.org/rating-tools.

Credit Example: Multi- and single-attribute operations and maintenance policies/programs and rating systems

Multi-attribute frameworks address water efficiency, energy and atmosphere, material and resources, AND indoor environmental quality, whereas single-attribute frameworks focus predominantly on one aspect of sustainability such as energy/water efficiency or indoor environmental quality.

Institution A has 40 existing buildings in its portfolio, including:

- 2 buildings certified under BREEAM-In Use. They are counted as “certified under a **multi-attribute**, GBC rating system.”
- 8 uncertified buildings managed under an internal operations and maintenance policy that is based on BREEAM-In Use. They are counted as “operated and maintained in accordance with a **multi-attribute**, sustainable management policy/program, but not certified.”

All 40 buildings are managed under a green cleaning program and an indoor air quality management protocol.

- The 30 buildings not reported in one of the other categories are reported as “operated and maintained in accordance with a **single-attribute**, sustainable management policy/program, but not certified.”

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.

Credit	**Applicable to:**	**Points available**
OP 5: Building Energy Consumption	All institutions.	6
OP 6: Clean and Renewable Energy	All institutions.	4
Total points available →		**10**

Connections to the United Nations Sustainable Development Goals (SDGs)

Performance in this subcategory contributes to Goal 7 (Ensure access to affordable, reliable, sustainable and modern energy for all) by recognizing institutions that have reduced their building energy consumption and support the development and use of energy from clean and renewable sources.

OP 6: Clean and Renewable Energy recognizes institutions that are switching to sources of energy such as solar, wind, geothermal, and low-impact hydropower. This shift can strengthen adaptive capacity and help shape markets by creating demand for cleaner, renewable sources of energy, thus contributing to Goal 13 (Take urgent action to combat climate change and its impact).

OP 5: Building Energy Consumption

6 points available

Rationale

This credit recognizes institutions that have reduced their building energy usage.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Reduction in source energy use per unit of floor area

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

Part 2. Site energy use per unit of floor area

Institution's annual building energy consumption is less than the *minimum performance threshold* of 389 Btu per gross square metre per Celsius *degree day* (65 Btu per gross square foot per Fahrenheit 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.

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 Reporting Fields is entered in the online Reporting Tool.

Part 1

An institution earns the maximum of 3 points available for Part 1 of this credit by reducing building energy consumption per gross square metre/foot of 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 metre/foot of 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 utility-provided steam and hot water to the institution. For scoring purposes, grid-purchased electricity and utility-provided steam and hot water are converted to source energy through the use of an appropriate *source-site ratio*.

The STARS Reporting Tool calculates total building energy consumption (source energy) according to the following formula:

$$\text{Total building energy consumption (source energy)} = (A \times B) + C + (D \times 1.2) + E$$

A = Grid-purchased electricity (MMBtu)
B = Source-site ratio for grid-purchased electricity
C = Electricity from on-site renewables (MMBtu)
D = Utility-provided steam and hot water (MMBtu)
E = Stationary fuels and other energy products used on-site (MMBtu)

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 metre/foot of 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 = Gross floor area of building space, baseline year (gross square metres or feet)
C = Total building energy consumption (source energy), performance year (MMBtu)
D = Gross floor area of building space, performance year (gross square metres or feet)

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 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit 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 gross square foot per Fahrenheit degree day is 35.75 Btu (i.e., 45 percent below the 65 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 site energy and EUI-adjusted floor area.The STARS Reporting Tool calculates EUI-adjusted floor area according to the following formula:

$$\text{EUI-adjusted floor area} = \{ A + [2 \times (B + C)] + D \}$$

A = Gross floor area of building space (square metres or feet)
B = Floor area of laboratory space (square metres or feet)
C = Floor area of healthcare space (square metres or feet)
D = Floor area of other energy intensive space (square metres or feet)

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 metre or foot per degree day)
B = Total building energy consumption (site energy), performance year (MMBtu)
C = EUI-adjusted floor area, performance year (square metres or feet)

D = Total degree days, performance year (heating + cooling)

Reporting Fields

Required

- □ Figures needed to determine total building energy consumption during the performance year:
  - Grid-purchased electricity, performance year (MMBtu)
  - Electricity from onsite renewables, performance year (geothermal, low-impact hydro, solar, wave/tidal, or wind installations) (MMBtu)
  - Utility-provided steam and hot water, performance year (MMBtu)
  - Stationary fuels and other energy products , performance year (e.g., natural gas, fuel oil, propane/LPG, district chilled water, coal/coke, biomass) (MMBtu)
- □ Figures needed to determine total building energy consumption during the baseline year:
  - Grid-purchased electricity, baseline year (MMBtu)
  - Electricity from onsite renewables, baseline year (geothermal, low-impact hydro, solar, wave/tidal, or wind installations) (MMBtu)
  - Utility-provided steam and hot water, baseline year (MMBtu)
  - Stationary fuels and other energy products, baseline year (e.g., natural gas, fuel oil, propane/LPG, district chilled water, coal/coke, biomass) (MMBtu)
- □ Start date, performance year or 3-year period
- □ End date, performance year or 3-year period
- □ Start date, baseline year or 3-year period
- □ End date, baseline year or 3-year period

  If end date of the baseline year/period is 2004 or earlier provide:
  - 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)
- □ *Gross floor area of building space*, performance year (gross square metres or feet)
- □ Gross floor area of building space, baseline year (gross square metres or feet)
- □ Source-site ratio for grid-purchased electricity (see Measurement)
- □ Heating degree days, performance year (Celsius degree days or Fahrenheit degree days)
- □ Cooling degree days, performance year (Celsius degree days or Fahrenheit degree days)
- □ Floor area of *laboratory space*, performance year (square metres or feet)
- □ Floor area of *healthcare space*, performance year (square metres or feet)
- □ Floor area of other *energy intensive space*, performance year (square metres or feet)

Optional

- □ Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above (upload)
- □ A brief description of any of the following energy conservation and efficiency technologies or strategies employed by the institution:

    - Initiatives to shift individual attitudes and practices in regard to energy efficiency (e.g., outreach and education efforts)
    - Energy use standards and controls (e.g., building temperature standards, occupancy and vacancy sensors)
    - Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies
    - Passive solar heating, geothermal systems, and related strategies
    - Co-generation, e.g. combined heat and power (CHP)
    - Initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g., building re-commissioning or retrofit programs)
- □ Website URL where information about the institution's energy conservation and efficiency program is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

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 for reductions 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, i.e., all electricity, stationary fuels, and other energy products used on-site by the institution (as the institution is defined in the overall STARS institutional boundary). Transportation fuels are excluded. Reporting on a sample or subset of buildings is not allowed for this credit.

Institutions that convert fuel on-site (e.g., on-campus cogeneration facilities and boilers) should report only the amount of fuel purchased/converted toward the total energy consumption figure, not the resulting heat, steam, hot/chilled water or electricity.

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 Reporting Fields is entered in the online Reporting Tool,

Consistent with U.S. EPA Portfolio Manager and regional averages, the following default source-site ratios (i.e., primary energy factors) are used:

Energy source	U.S.	Canada	Europe	Rest of the world
Grid-purchased electricity	2.8	2.0	2.0	2.4
Electricity from on-site renewables	1.0	1.0	1.0	1.0
Utility-provided steam and hot water	1.2	1.2	1.2	1.2
Stationary fuels and other energy products	1.0	1.0	1.0	1.0

Institutions located outside the U.S. and Canada that have available national or regional primary energy factors (PEFs) for grid-purchased electricity may report those figures in lieu of the above and should

document the source of the data in “Data source(s) and notes about the submission”. Please note that PEFs should be calculated on the basis that the PEF for on-site renewable energy equals 1 (as opposed to zero).

To simplify reporting, a single source-site ratio is used for both the performance year and the baseline year.

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

AASHE publishes a unit conversion tool that includes more detailed conversion factors (e.g., for liquid fuels).

To simplify reporting, heating and cooling degree day data should use a single base temperature for the institution’s main campus location. Base temperature is the temperature below which the institution’s buildings require heating and above which the buildings require cooling. For U.S. and Canadian institutions, this is typically 65 °F (18 °C). Degree day data may be downloaded from DegreeDays.net (global data), ENERGY STAR Portfolio Manager (U.S. and Canada), or another source of national or international weather data.

Standards and Terms

Degree day
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.

Energy intensive space

Energy intensive space includes “laboratory space”, “healthcare space”, and “other energy intensive space”. “Other energy intensive space” is reported separately from laboratory space and healthcare space and may include data centers, food production space, convenience stores, 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 more information, see ENERGY STAR Portfolio Manager Technical Reference: U.S. Energy Use Intensity by Property Type.

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 metres or feet)
B = Floor area of laboratory space (square metres or feet)
C = Floor area of healthcare space (square metres or feet)
D = Floor area of other energy intensive space (square metres or feet)

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.

Buildings within the overall STARS boundary that the institution leases entirely (i.e., the institution is the only tenant) should be included.

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.

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 U.S. 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.

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 U.S. 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.

Minimum performance threshold

Minimum performance thresholds are benchmarks against which campus performance may be assessed for scoring purposes. The thresholds used in this version of STARS were calculated at the first decile for institutions reporting under STARS 2.0 as of July 31, 2015 and rounded to the nearest hundredth. In other words, 90 percent of institutions rated under STARS 2.0 before July 31, 2015 performed better than the minimum threshold. Extreme outliers were excluded from the calculations.

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.

Scoring Example: Building Energy Consumption

The following data describe Example University (U.S.):

Grid-purchased electricity, baseline year = 100,000 MMBtu
Electricity from on-site renewables, baseline year = 0 MMBtu
Utility-provided steam and hot water, baseline year = 0 MMBtu
Stationary fuels and other energy products, baseline year = 60,000 MMBtu
Gross floor area of building space, baseline year = 2,000,000 square feet

Grid-purchased electricity, performance year = 100,000 MMBtu
Electricity from on-site renewables, performance year = 30,000 MMBtu
Utility-provided steam and hot water, performance year = 0 MMBtu
Stationary fuels and other energy products, performance year = 40,000 MMBtu
Gross floor area of building space, performance year = 2,500,000 square feet
Total degree days (HDD + CDD), performance year = 6,000 degree-days (°F)

Part 1

Source energy

Total building energy consumption (source energy) = (A × B) + C + (D × 1.2) + E

A = Grid-purchased electricity (MMBtu)
B = Source-site ratio for grid-purchased electricity (2.8)
C = Electricity from on-site renewables (MMBtu)
D = Utility-provided steam and hot water (MMBtu)
E = Stationary fuels and other energy products (MMBtu)

Points earned for Part 1

a. Total building energy consumption, baseline year (source energy) = 340,000 MMBtu [(100,000 MMBtu grid-purchased electricity × 2.8) + 60,000 MMBtu from other sources]
b. Gross floor area of building space, baseline year = 2,000,000 square feet
c. Total building energy consumption, performance year (source energy) = 350,000 MMBtu [(100,000 MMBtu grid-purchased electricity × 2.8) + 70,000 MMBtu from other sources]
d. Gross floor area of building space, performance year = 2,500,000 square feet

Points earned = 6 × { [(a / b) – (c / d)] / (a / b) }
= 6 × { [(340,000 / 2,000,000) – (350,000 / 2,500,000)] / (340,000 / 2,000,000) }
= 6 × [(0.17 − 0.14) / 0.17]
= 6 × (0.03 / 0.17)
= 6 × 0.1765 = 1.06 points

Part 2

EUI-adjusted floor area

A. Gross floor area of building space, performance year = 2,500,000 square feet
B. Floor area of laboratory space, performance year = 200,000 square feet
C. Floor area of healthcare space, performance year = 0
D. Floor area of other energy intensive space, performance year = 100,000 square feet

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 square feet

Points earned for Part 2

a. Minimum performance threshold = 65 Btu per square foot per degree day (i.e., .000065 MMBtu)
b. Total building energy consumption, performance year = 170,000 MMBtu
c. EUI-adjusted floor area, performance year = 3,000,000 square feet
d. Total degree days (HDD + CDD), performance year = 6,000

Points earned = 3⅓ × { [(a) – (b / c) / d] / a }
= 3⅓ × { [(.000065) – (b / c) / d] / .000065 }
= 3⅓ × { [(.000065) - (170,000 / 3,000,000) / 6,000] / (.000065) }
= 3⅓ × { [.000065 – (.0567 / 6,000)] / .000065 }
= 3⅓ × [(.000065 - .0000094) / .000065]
= 3⅓ × (.0000556 / .000065) = 2.85 points

Total points earned
= 1.06 + 2.85
= 3.91 points

OP 6: Clean and Renewable Energy

4 points available

Rationale

This credit recognizes institutions that support the development and use of energy from clean and renewable sources.

Applicability

This credit applies to institutions.

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 Certificates* (RECs) or the equivalent for the clean and renewable energy 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 clean and renewable sources on-site to generate energy other than electricity, e.g., using certain types of biomass for heating (see *Standards and Terms*).

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 green power, including:

- RECs, *Guarantees of Origin* (GOs), *International RECs* (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., *Green-e* or *EKOenergy*).
- Green power purchasing options (e.g., from the institution's electric utility) that bundle physical electricity and renewable attributes.
- Project-specific supply options such as green power purchase agreements (PPAs).

Energy on the grid is indistinguishable by source. Therefore, 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 (i.e., the utility's standard or default product) count for this credit in the absence of RECs, GOs, I-RECs, or

equivalent products that document the renewable electricity delivered or consumed and give the institution to right to claim it as renewable.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g., daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the Greenhouse Gas Emissions and Building Energy Consumption credits.

Transportation fuels, which are covered by the Greenhouse Gas Emissions and Campus Fleet credits, are not included.

Scoring

An institution earns the maximum of 4 points for this credit by obtaining energy from clean and renewable sources (Options 1-3) and/or by purchasing the environmental attributes of electricity (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 50 percent of its total energy consumption would earn 2 points (half of the points available for this credit).

Points for this credit are calculated automatically in the STARS Reporting Tool as follows:

Clean and renewable energy option	**Factor**		**Energy generated or purchased that meets criteria**		**Total energy consumption**		**Points earned**
Option 1	4	×	_____	÷	_____	=	
Option 2			_____				
Option 3			_____				
Option 4			_____				
Total points earned →							**Up to 4**

Reporting Fields

Required

- □ Total energy consumption, performance year (MMBtu) (Exclude transportation fuels.)
- □ 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)

  If greater than zero provide:
  - A brief description of on-site renewable electricity generating devices
- □ Clean and renewable fuels used on-site to generate energy other than electricity, performance year (MMBtu)

  If greater than zero provide:

    - A brief description of clean and renewable fuels used on-site to generate energy other than electricity

- □ 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, performance year (MMBtu)

  If greater than zero provide:

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

- □ Green power purchased, performance year (i.e., unbundled RECs/GOs/I-RECs, green power purchasing options, and project-specific supply options) (MMBtu)

  If greater than zero provide:

    - A brief description of the green power purchases, including contract timeframes

Optional

- □ Electricity use, by source (percentage of total, 0-100). Report the institution's best estimate of the source of all electricity used, including the institution's regional grid mix (e.g., US eGRID subregion).
    - Biomass
    - Coal
    - Geothermal
    - Hydro
    - Natural gas
    - Nuclear
    - Solar photovoltaic
    - Wind
    - Other (please specify and explain)
- □ Energy used for heating buildings, by source (percentage of total, 0-100):
    - Biomass
    - Coal
    - Electricity
    - Fuel oil
    - Geothermal
    - Natural gas
    - Other (please specify and explain)
- □ Website URL where information about the institution's support for clean and renewable energy is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report the most recent data available from within the three years prior to the anticipated date of submission. 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 electricity, raw fuels, and other energy products used on-site by the institution (as the institution is defined in the overall STARS institutional boundary). Transportation fuels are excluded. Reporting on a sample or subset of energy generation and consumption is not allowed for this credit.

All reported energy figures should be based on site energy (the amount of energy consumed on campus) 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).

Institutions that convert fuel on-site (e.g., on-campus cogeneration facilities and boilers) should report only the amount of fuel purchased/converted toward the total energy consumption figure, not the resulting heat, steam, hot/chilled water or electricity.

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

AASHE publishes a unit conversion tool that includes more detailed conversion factors (e.g., for liquid fuels).

Standards and Terms

Clean and renewable energy sources
Consistent with the Green-e Framework for Renewable Energy Certification, clean and renewable energy sources include the following systems:

- Solar photovoltaic and solar thermal electric
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Ocean-based energy captured through tidal, wave, or ocean thermal energy conversion technologies
- Wind

And solid, liquid, and gaseous forms of biomass from the following fuels:

- Energy crops that have a rotation less than 10 years (e.g., poplar, willow, or eucalyptus) and do not displace food production
- Agricultural crop residue

- Animal waste
- Landfill gas and wastewater methane
- Untreated wood waste (e.g., residues such as tops and limbs and urban wood waste)
- Other organic waste

To qualify, a biofuel must fully meet Green-e criteria, for example by addressing potential social and environmental impacts. Biodiesel (B100), biomethane, biogas, bioethanol, green diesel, and syngas may qualify if produced from one or more of the feedstocks listed above. Some waste-to-energy (WTE) technologies that use biogenic resources rather than municipal solid waste may also qualify. Fuel cells may qualify if powered by fuels derived from one or more of the clean and renewable resources listed above. See the Center for Resource Solutions Green-e Framework for Renewable Energy Certification for more information.

EKOenergy
EKOenergy is an international ecolabel for electricity. In addition to being 100 percent renewable, the energy sold with the EKOenergy label fulfills additional environmental criteria and raises funds for new renewable energy projects.

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.

Guarantees of origin
A Guarantee of Origin (GO) is a certificate issued by European energy authorities to certify that electricity was produced from renewable energy sources.

International RECs
An International REC (I-REC) is a type of energy attribute certificate intended for regions without an existing or reliable energy attribute tracking framework.

Renewable energy certificates
The Center for Resource Solutions (CRS) Green-e provides the following definition of Renewable Energy Certificates (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.

Credit 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)

- Total electricity consumed: 1,000,000 kWh × 0.003412 MMBtu/kWh = 3,412 MMBtu
- Total natural gas consumed: 10,000 Therms × 0.1 MMBtu/Therm = 1,000 MMBtu
- Total energy consumed = 3,412 + 1,000 = 4,412 MMBtu
- Electricity from an on-site solar photovoltaic installation (Option 1): 250,000 kWh × 0.003412 MMBtu/kWh = 853 MMBtu
- Renewable Energy Certificates (Option 4): 300 MWh × 3.412 MMBtu/MWh = 1,023 MMBtu

Step 3: Points earned are automatically calculated in the Reporting Tool based on MMBtu

Clean and renewable energy option	Factor		Energy generated or purchased that meets criteria		Total energy consumption		Points earned
Option 1	4	×	853	÷	4,412	=	0.77
Option 2			0				0
Option 3			0				0
Option 4			1,023				0.93
Total points earned →							**1.7**

Food & Dining

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.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from and how it was produced. Institutions can use their food purchases to 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 and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	**Applicable to:**	**Points available**
OP 7: Food and Beverage Purchasing	Institutions that have that have dining services (e.g., on-site dining halls, catering services, or food service outlets) operated by the institution, a contractor, or a franchisee.	6
OP 8: Sustainable Dining		2
Total points available (if the subcategory applicable) →		**8**

Connections to the United Nations Sustainable Development Goals (SDGs)

Performance in this subcategory contributes to Goal 2 (End hunger, achieve food security and improved nutrition and promote sustainable agriculture) by recognizing institutions that are supporting sustainable food systems and minimizing the impacts of their dining service operations. For example, a campus dining program can help foster regional food security and support sustainable agriculture through its purchasing decisions and education efforts.

Goal 3 (Ensure healthy lives and promote well-being for all at all ages) contains a target to substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination. **OP 7: Food and Beverage Purchasing** addresses this target, for example by recognizing institutions that purchase organic foods, thereby protecting farmworkers and consumers from exposure to dangerous pesticides.

An institution can operate its dining services sustainably through its procurement policies and decisions and also contribute to Goal 12 (Ensure sustainable consumption and production patterns) by preventing food waste, diverting food materials from the waste stream, making low impact dining options available, and educating its customers about more sustainable options and practices.

OP 7: Food and Beverage Purchasing contributes to Goal 14 (Conserve and sustainably use the oceans, seas and marine resources for sustainable development) by recognizing institutions that purchase food and beverage products that are sustainably produced. For example, by purchasing products that meet organic or responsible fisheries standards, institutions can protect marine and coastal ecosystems and combat overfishing.

Goal 15 (Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss) is also addressed by **OP 7: Food and Beverage Purchasing**. By purchasing products that meet sustainable agriculture standards, for example, an institution can help protect biodiversity and prevent soil erosion.

Additional SDGs may also be addressed, depending on the specific dining services initiatives reported. For example, an institution can contribute to Goal 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all) by purchasing Fair Trade certified products.

OP 7: Food and Beverage Purchasing

6 points available

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 plant-based and sustainably or ethically produced food and beverage items. These actions reduce the social and environmental impacts of food production and help foster food security, improved conditions for farm workers, healthier soils and waterways, and secure livelihoods for farmers.

Applicability

This credit applies to all institutions that have dining services (e.g., on-site dining halls, catering services, or food service outlets) operated by the institution, a contractor, or a franchisee.

Criteria

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

- *Sustainably or ethically produced* as determined by one or more of the standards listed in Standards and Terms.
- *Plant-based*.

An institution with Real Food Calculator results that have been validated by the Real Food Challenge (U.S.) or Good Food Calculator results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

Required documentation

For transparency and to help ensure comparability, a completed STARS Food and Beverage Purchasing Inventory template or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand
- Product description/type
- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail.

Scoring

An institution earns the maximum of 6 points available for this credit when the weighted cost of products that are sustainably/ethically produced and/or plant-based is equivalent to 100 percent or more of total

food and beverage expenditures. Points earned are automatically calculated in the Reporting Tool as follows:

Criteria	Factor		Percentage of total annual food and beverage expenditures on products that meet each criterion (0-100)		Points earned
Sustainably or ethically produced	0.06	×	_____	=	
Plant-based	0.03	×	_____	=	
Total points earned →					**Up to 6**

A purchase that is both sustainably/ethically produced and plant-based is counted in both categories. This means that the maximum points available may be earned in a variety of ways, for example when:

- 50 percent of purchases are sustainably/ethically produced and 100 percent are plant-based,
- 62.5 percent of purchases are sustainably/ethically produced and 75 percent are plant-based, or
- 75 percent of purchases are sustainably/ethically produced and 50 percent are plant-based.

Reporting Fields

Required

- □ Percentage of total annual food and beverage expenditures on products that are sustainably or ethically produced (0-100)
- □ Percentage of total annual food and beverage expenditures on plant-based foods (0-100)
- □ An inventory of food and beverage purchases that qualify as sustainably/ethically produced (upload)
  (Provide completed STARS Food and Beverage Purchasing Inventory template or alternative documentation that meets the minimum requirements outlined in Criteria and Measurement.)
  If reporting Real/Good Food Calculator results, provide:
  - Website URL where the institution's validated Real/Good Food Calculator results are publicly posted
- □ A brief description of the methodology used to conduct the food and beverage inventory/assessment (Include the timeframe and how representative samples accounted for seasonal variation, if applicable.)
- □ Which of the following food service providers are present on campus and included in the inventory/assessment?
  - Dining operations and catering services operated by the institution
  - Dining operations and catering services operated by a contractor
  - Student-run food/catering services
  - Franchises (e.g., regional or global brands)
  - Convenience stores
  - Vending services
  - Concessions
- □ Total annual dining services budget for food and beverage products (as reflected in the inventory/assessment) (US/Canadian dollars)
  - $10 million or more

- $5 million - $9.9 million
- $1 million - $4.9 million
- $500,000 - $999,999
- Less than $500,000

Optional

- □ A brief description of the institution's sustainable food and beverage purchasing program (Include how the sustainability impacts of products in specific categories are addressed.)
- □ Website URL where information about the programs or initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report the most recent data available from within the three years prior to the anticipated date of submission.

Sampling and Data Standards

At a minimum, the figures provided must include food and beverage purchases for campus dining halls and catering services operated by the institution or the institution's primary food service provider (e.g., Aramark, Bon Appétit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g., retail concepts developed and managed by the institution or contractor) should be included. On-site franchises (e.g., regional or global brands), convenience stores, vending services, concessions, and de minimus purchases by other entities may be excluded at the institution's discretion to simplify reporting.

An institution that does not have dining halls or catering services should report on whatever type(s) of food service outlets are present to the extent that a representative portion of total campus food and beverage expenditures are included.

Institutions may choose to track food and beverage purchases for a 12-month consecutive period or use a representative sample that includes data from a full academic term or similar period. When using samples, institutions must accommodate seasonal and other variations in food and beverage availability and purchasing, for example by including an equal number of months within and outside the local growing season.

This credit is based on total food and beverage expenditures in the following categories (the examples provided are not exhaustive):

- Meat: beef, lamb, pork, game (including products that are frozen or canned)
- Dairy: fluid milk, cheese, yogurt, ice cream
- Poultry: chicken, turkey, other fowl
- Fish/seafood: fish, shellfish (including products that are frozen or canned)
- Eggs: shelled eggs, liquid egg product, powdered egg
- Produce: fresh, cut, or frozen fruits and vegetables

- Baked goods: breads, pastries, sweets
- Grocery/staples: spices, oils, sugar, grain products, vegetarian/vegan meat alternatives, most products that are boxed, bottled, jarred, or canned
- Tea and coffee: hot and cold coffee and tea products (including bottled beverages, coffee beans, loose and bagged tea)
- Other non-dairy beverages: soft drinks, sports drinks, milk alternatives, wine, beer

To the extent feasible, all of the product categories and types outlined above should be included in the total food and beverage expenditures figure. If data tracking limitations make it necessary to exclude a product type or category, all products of that type or category must be excluded from both the numerator (expenditures on products that meet credit criteria) and the denominator (total food and beverage expenditures). Exclusions must be documented in the public "Data sources(s) and notes about the submission" field.

To simplify reporting and/or address data tracking limitations, an institution may elect to report on a subset of plant-based foods (as defined in Standards and Terms). For example, an institution may choose to only report produce and other single-ingredient commodities that are not dairy, meat, poultry, eggs, or fish/seafood as plant-based foods. Under this approach, multi-ingredient products would not be considered plant-based or animal-based, and would not earn points.

Products sourced from a campus farm or garden, but not purchased, may be accounted for based on estimated market value.

Guidance for aggregated and multi-ingredient products

An aggregated product (a single-ingredient product gathered from multiple farms or boats for distribution) qualifies as sustainably/ethically produced if more than 50 percent of the product (by volume) is sustainably or ethically produced. A product from a secondary processor (e.g., artisan, baker, brewer, cheese/yogurt maker, coffee roaster) qualifies as sustainably/ethically produced if the predominant/defining raw ingredient (or more than 50 percent of ingredients, by weight, salt and water excluded) is sustainably or ethically produced. Examples of predominant/defining raw ingredients include the flour in bread, the milk in cheese, and the tomatoes in tomato sauce.

Additional documentation required for institution-affirmed production

To count a product under the exemption for institution-affirmed production (see *Standards and Terms*), the following documentation must be provided:

- Name of the farm, boat, or harvester
- Product description/type
- Source (direct purchase/trade or source-identified intermediary)
- Affirmation from the institution that the production methods are consistent with the principles of organic agriculture, responsible fisheries management, or fair trade
- Evidence on which the affirmation is based (e.g., site visits or documentation from the producer)

Standards and Terms

Plant-based foods

Consistent with Menus of Change, plant-based ingredients and foods are defined as “fruits and vegetables (produce); whole grains; beans, other legumes (pulses), and soy foods; nuts and seeds; plant oils; and herbs and spices”.

Plant-based food and beverage products include:

- Unprocessed or minimally processed fruits, vegetables, whole grains, legumes, mushrooms, nuts, seeds, herbs, and spices (including cereal grains and flours; plain oatmeal, pasta, and noodles; fruit or vegetable juices without additives; tea and coffee).
- Processed culinary ingredients derived from the plant-based foods listed above or from nature (e.g., vegetable oils crushed from seeds, nuts, or fruits such as olives; starches extracted from corn and other plants; sugar and molasses obtained from cane or beet; honey extracted from combs and syrup from maple trees; salt mined or from seawater; soy sauce and vinegar).
- Processed *vegetarian/vegan* products made essentially by adding culinary ingredients to the plant-based foods listed above or that are designed to replace animal products (e.g., canned or bottled vegetables, fruits, and legumes; salted or sugared nuts and seeds; fruits in syrup; wine, beer, and cider; breads; cereal products such as flavored oatmeal; tofu and tempeh; meat and dairy alternatives).

With the exception of plant-based meat and dairy alternatives, ultra-processed foods (industrial formulations made mostly or entirely from substances derived from foods and additives, with few, if any, unprocessed or minimally processed ingredients) are excluded. Examples include, but are not limited to soft drinks, sweet or savoury packaged snacks, and pre-prepared frozen dishes. For further guidance in identifying ultra-processed foods, see the NOVA food classification system.

Short food supply chain

Short food supply chains (SFSCs) are defined as supply chains with a minimal number of intermediaries (ideally, no more than one) between identified farms, boats, or harvesters, and an institution. SFSCs pass transparent information about the origin, production method, and sustainability of the product to the consumer and provide full traceability through all stages of production, processing, and distribution. Examples include direct sales, contract production, regional food hubs, regional farm-to-institution programs, organic growers’ cooperatives, and community-supported fishery programs.

For more information, see the Short Supply Chain Knowledge and Innovation Network (SKIN) and Short food supply chains and local food systems in the EU (European Commission).

Small producer

Consistent with FLOCERT, Fairtrade International, and the World Fair Trade Organization (WFTO), a small producer or small-scale producer is “a producer who is not structurally dependent on permanent hired labour” and who manages their production activity mainly with a family or owner-operator workforce.

Sustainably or ethically produced

To count as sustainably or ethically produced, a food or beverage product must meet one or more of the following standards. Certification/verification is required, however exemptions are provided for NGO-recommended seafood and institution-affirmed production, as outlined below.

Sustainable agriculture

International standards	Regional standards
• Biodynamic Certified (Demeter)	

• Bird Friendly Coffee • Certified Organic under any IFOAM-endorsed standard • Certified Sustainably Grown (SCS) • LEAF Marque (Linking Environment and Farming) • Naturland certified • Rainforest Alliance Certified (Sustainable Agriculture SAN Standard) • Regenerative Organic Certified • UTZ certified	• American National Standard for Sustainable Agriculture (ANSI/LEO-4000) (Silver or higher) - U.S. • Bee Better Certified (Xerces Society) - U.S. • Biopartenaire label - France • Filière Biologique du Québec (BIO Québec, Aliments du Québec - Bio, and Aliments préparés au Québec – Bio) • Food Alliance Certified - U.S. • Participatory Guarantee System (PGS) verified (e.g., Certified Naturally Grown) • Protected Harvest Certified - U.S. • Salmon Safe Certified - U.S. • USDA Transitional Organic - U.S.
Other sustainability standards and ISO Type I ecolabels developed/administered by a Global Ecolabelling Network or ISEAL Alliance member organization OR that meet or exceed the minimum crop production standards outlined in an IFOAM-endorsed organic program or IFOAM Common Objectives and Requirements of Organic Standards (COROS).	

Sustainable seafood

International standards • Marine Stewardship Council blue ecolabel (paired with MSC Chain of Custody certification) • Monterey Bay Aquarium Seafood Watch (Best Choices, Good Alternatives, and Recommended Eco-Certifications)	Regional standards (for products not covered by the international standards) • Australian Marine Conservation Society (Green 'Better Choice') • Marine Conservation Society (Rating 1-2) - U.K. • Mr. Goodfish seasonal recommendations - Europe • Ocean Wise Recommended - Canada • Royal Forest and Bird Protection Society (Ranking A-C) - New Zealand • Sailors for the Sea Blue list - Japan • WWF/Good Fish Foundation (Green and Amber/Yellow list) - Africa, Asia, Europe

Fair trade/labor

International standards • Ecocert Fair Trade (EFT) • Fair for Life (IMO) • Fairtrade mark (Fairtrade International) • Fair Trade Certified (Fair Trade USA) • FairWild certified • Guaranteed Fair Trade (WFTO) • Hand in Hand (Rapunzel) • Small Producers' Symbol (SPP)	Regional standards • Equitable Food Initiative certified - U.S. • Fair Food Program (Fair Food Standards Council / Coalition of Immokalee Workers) - U.S. • Fair Trade Federation member - U.S. and Canada • Food Justice Certified (Agricultural Justice Project) - U.S. • Milk with Dignity (Migrant Justice) - U.S.

Other fair trade/labor standards developed/administered by a farmworker organization or a Global Ecolabelling Network, ISEAL Alliance, or WFTO member organization.

Humane animal care

International standards ● Animal Welfare Approved (A Greener World) ● Certified Humane Raised and Handled ● Global Animal Partnership Certified (Step 2 and above)	Regional standards ● AGA-Certified Grassfed - U.S. ● American Humane Certified (Laying Hens - Free Range and Pasture only) - U.S. and Canada ● Bioland - Germany ● BuyingPoultry (Best Choices and Better Choices) - U.S. and Canada ● Label Rouge - France ● NOFA-NY or PCO Certified 100% Grassfed - U.S. ● RSPCA Approved - Australia ● RSPCA Assured - U.K. ● SPCA Certified - Canada
Other animal welfare standards and ISO Type I ecolabels that exceed the minimum animal husbandry standards outlined in a relevant IFOAM-endorsed organic program or IFOAM COROS.	

Student-led verification programs

- Good Food. Products that have been designated as Community-Based, Ecologically-Sound, Humane, and/or Socially-Just by student researchers running the Good Food Calculator and validated by Meal Exchange (Canada).
- Real Food. Products that have been designated as Ecologically Sound, Fair, Humane, and/or Local & Community Based by student researchers running the Real Food Calculator and validated by the Real Food Challenge (U.S.).

Institution-affirmed production

An exemption from the certification/verification requirement is granted to producers who are engaged in sustainable production, but for whom certification is either not accessible or not cost effective (e.g., campus farms and gardens and small producers). To qualify, ALL of the following criteria must be met:

1) The product is single-ingredient (e.g., apples, coffee, or fish).
2) The product is sourced through a *short food supply chain* (SFSC) that provides full traceability from identified farms, boats, or harvesters to the institution.
3) The institution is able to affirm (e.g., through site visits or documentation from the producer or intermediary) that the production methods used are consistent with the principles of organic agriculture articulated in IFOAM COROS, the FAO Code of Conduct for Responsible Fisheries, OR the 10 principles of fair trade adopted by the World Fair Trade Organization (WFTO).

Vegetarian/vegan

Consistent with V-Label criteria, “food and other products that do not contain animals or parts of animals are considered vegetarian”. Vegetarian products may be created with the help of living animals and animal-derived products (e.g., dairy, eggs, and honey). Food and other products that do not contain

animals or parts of animals AND are not created with the help of living animals or animal-derived products are considered vegan.

OP 8: Sustainable Dining

2 points available

Rationale

This credit recognizes institutions that are supporting sustainable food systems and minimizing the impacts of their dining service operations. An institution can operate its dining services sustainably by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by engaging service providers, customers and the broader community around sustainability issues.

Applicability

This credit applies to all institutions that have dining services (e.g., on-site dining halls, catering services, or food service outlets) operated by the institution, a contractor, or a franchisee.

Criteria

Part 1. Sustainable dining initiatives

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.
- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.
- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.
- Has a vegan dining program that makes diverse, *complete-protein vegan options* available to every member of the campus community at every meal.
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

Part 2. Food waste minimization and recovery

Institution's dining services minimize food and dining *waste* in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.
- Donates food that would otherwise go to waste to feed people.
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).

- Has a pre-consumer composting program.
- Has a post-consumer composting program.
- Utilizes reusable service ware for “dine in” meals.
- Provides reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with a composting program).
- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in “to-go” food service operations.

This credit includes on-campus dining operations and catering services operated by the institution and the institution’s primary dining services contractor.

Scoring

Each part is scored independently.

Part 1

An institution earns 0.2 points for each initiative outlined above up to the maximum of 1 point available for Part 1.

Part 2

An institution earns 0.125 points for each initiative outlined above up to the maximum of 1 point available for Part 2.

Reporting Fields

Required

□ Does the institution’s dining services support sustainable food systems in the following ways? The institution or its primary dining services contractor:

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.
- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.
- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal.
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

For each positive response above, provide:

- A brief description of the program or initiative

□ Do the institution’s dining services minimize food and dining waste in the following ways? The institutions or its primary dining services contractor:

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.
- Donates food that would otherwise go to waste to feed people.
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).
- Has a pre-consumer composting program.
- Has a post-consumer composting program.
- Utilizes reusable service ware for “dine in” meals.
- Provides reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program).
- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in “to-go” food service operations.

For each positive response above, provide:

- A brief description of the program or initiative

Optional

- □ A brief description of other sustainability-related initiatives not covered above (e.g., health and wellness initiatives, making culturally diverse options available, working with vendors and other entities to reduce waste from food packaging)
- □ Website URL where information about the programs or initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current policies and programs at the time of submission.

Sampling and Data Standards

Not applicable

Standards and Terms

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**.**

Disadvantaged businesses

A disadvantaged business is a small or medium-sized enterprise (SME) 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.

Small and medium-sized enterprises

Small and medium-sized enterprises (SMEs) are defined differently in various countries and regions. Examples include:

- U.S. and Canada: all enterprises with fewer than 500 employees.
- European Union: all enterprises with fewer than 250 employees and either an annual turnover not exceeding 50 million euro or an annual balance sheet total not exceeding 43 million euro.

In the absence of a local definition, institutions should use the World Bank definition as any enterprise that meets at least two of the following three criteria:

- Fewer than 300 employees.
- Less than $15 million in annual sales.
- Less than $15 million in assets.

Social enterprises

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.

Waste

Waste is defined as any substance or object which the institution discards, intends to discard, or is required to discard. This includes materials that are recycled, composted, donated, re-sold, or disposed of as trash.

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.

Credit	Applicable to:	Points available
OP 9: Landscape Management	Institutions with managed grounds comprising one or more percent of the total area of the campus.	2
OP 10: Biodiversity		1 - 2
Total points available (if the subcategory applicable) →		**3 - 4**

Connections to the United Nations Sustainable Development Goals (SDGs)

OP 9: Landscape Management addresses Goal 3 (Ensure healthy lives and promote well-being for all at all ages) by recognizing institutions that solve pest problems while minimizing risks to people and the environment.

By maintaining campus grounds in a way that minimizes the use of toxic chemicals, as measured by **OP 9: Landscape Management**, institutions can directly reduce pollution and the release of hazardous chemicals, thus contributing to Goal 6 (Ensure availability and sustainable management of water and sanitation for all).

Performance in this subcategory also contributes to Goal 15 (Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss). By managing its grounds sustainably and implementing a biodiversity management strategy, an institution can maintain healthy ecosystems and promote biodiversity.

OP 9: Landscape Management

2 points available

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.

Applicability

This credit applies to all institutions with managed grounds comprising one or more percent of the total area of the campus.

Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only *ecologically preferable materials* may be used);
  OR
- In accordance with an *Integrated Pest Management* (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

Scoring

An institution earns the maximum of 2 points available for this credit when 100 percent of campus grounds are managed without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides. Incremental points are available based on the percentage of grounds managed organically or in accordance with an IPM program. Scoring for this credit is based on the total area of managed grounds, i.e., the sum of areas managed under conventional, IPM, and organic programs.

Points for this credit are calculated automatically in the STARS Reporting Tool as follows:

Management level	**Factor**		**Area managed at each level**		**Total area of managed grounds**		**Points earned**
Organic	2	×	_____	÷	_____	=	
IPM	1		_____				
Conventional	0		_____				
Total points earned →							**Up to 2**

Reporting Fields

Required

- □ Total campus area (hectares or acres)
- □ Figures required to calculate the total area of managed grounds:
    - Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (hectares or acres)
    - Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed (hectares or acres)
    - Area managed using conventional, chemical-based landscape management practices (hectares or acres)

  If the total area of managed grounds is less than the total campus area, provide:
    - A brief description of any land excluded from the area of managed grounds (e.g., the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained)

  If reporting an organic program, provide:
    - A brief description of the organic landscape management program (Include affirmation that only ecologically preferable materials are used.)

  If reporting an IPM program, provide:
    - A copy or brief description of the IPM plan or program (text or upload)

Optional

- □ A brief description of the institution's approach to the following:
    - Plant stewardship (e.g., protecting and using existing vegetation, using native and ecologically appropriate plants, controlling and managing invasive species)
    - Soil stewardship (e.g., organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals)
    - Hydrology and water use (e.g., restoring and/or maintaining the integrity of the natural hydrology of the campus by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and/or protecting/restoring riparian, wetland, and shoreline habitats and lost streams)
    - Materials management and waste minimization (e.g., composting and/or mulching on-site waste)
    - Energy-efficient landscape design (e.g., the placement and selection of shade trees and windbreaks and the use of vegetation and reflective materials to reduce heat islands)
    - Other sustainable landscape management practices (e.g., use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention)
- □ Website URL where information about the institution's sustainable landscape management program is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission

- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current programs and practices at the time of submission.

Sampling and Data Standards

For total campus area, report the total amount of land within the institutional boundary. In calculating the area of managed grounds, an institution may exclude the footprint of buildings and impervious surfaces, experimental agricultural land, and land that is not regularly managed or maintained, as long as such areas are excluded consistently.

To simplify reporting, an institution may elect to account for the footprint of a building or facility and associated impervious surfaces such as sidewalks and parking areas based on how the entire site is managed as long as the same methodology is used consistently for all managed areas. For example, if the Housing Department uses integrated pest management to maintain four acres that include residence halls and paved surfaces as well as associated grounds, all four acres may be counted toward the "area managed in accordance with an IPM program" as long as all managed areas are counted the same way.

Standards and Terms

Ecologically preferable materials
Ecologically preferable materials include OMRI Listed products (Organic Materials Review Institute) and/or products listed/certified by an IFOAM-endorsed standard. Consistent with the NOFA Standards for Organic Land Care, rescue treatments using non-organic pesticides to control insect and disease problems that can cause significant harm are allowed, providing there are no effective organic alternatives.

Integrated pest management
Integrated pest management (IPM) uses a combination of biological, cultural, physical/mechanical and chemical management tools to solve pest problems while minimizing risks to people and the environment. Although every IPM program is different, successful programs use the same four-tiered approach: 1) set action thresholds, 2) monitor and identify pests, 3) prevent or remove conditions that attract pests, and 4) control. For more information, see the U.S. Environmental Protection Agency's IPM Principles factsheet.

Scoring Example: Landscape Management

The total campus area of Example University comprises 50 acres, all of which are regularly managed. The 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 program. The Housing department, which manages 20 acres of grounds, follows an IPM program. The Facilities Management department manages 24 acres following an IPM program. Facilities Management also oversees a 1 acre campus garden that is managed organically without the use of any inorganic fertilizers or chemicals.

Management level	**Factor**		**Area managed at each level**		**Total area of managed grounds**		**Points earned**
Organic	2	×	1	÷	50	=	0.04
IPM	1		44				0.88
Conventional	0		5				0
Total points earned →							**0.92**

OP 10: Biodiversity

1-2 points available

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.

Applicability

This credit applies to all institutions with managed grounds comprising one or more percent of the total area of the campus.

Criteria

Institution has conducted an assessment to identify:

- *Endangered and vulnerable species* (including migratory species) with habitats on land owned or managed by the institution;
  AND/OR
- *Areas of biodiversity importance* on land owned or managed by the institution.

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

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

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 will be calculated automatically when the relevant information is reported in the online Reporting Tool.

An institution earns the maximum points available for this credit by identifying endangered and vulnerable species AND areas of biodiversity importance. Plans or programs to protect or positively affect any species, habitats, and/or ecosystems identified are required to earn any points for the credit. Partial points are available for institutions that conduct an assessment to identify endangered and vulnerable species OR areas of biodiversity importance, but not both. For example, an institution that has identified areas of biodiversity importance, but not endangered and vulnerable species earns half of the points available for this credit.

Reporting Fields

Required

- □ Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, or regions of conservation importance?
  If yes, provide:
    - A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance
- □ Has the institution conducted an assessment to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?
  If yes, provide:
    - A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk (Critically endangered, Endangered, Vulnerable, Near threatened, Least concern)
- □ Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?
  If yes, provide:
    - A brief description of areas of biodiversity importance on land owned or managed by the institution

  If yes to either of the above, provide:
    - The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance and any ongoing assessment and monitoring mechanisms
    - A brief description of the scope of the assessment(s) (Include any areas within the institutional boundary that were excluded.)
    - A brief description of the plans or programs in place to protect or positively affect identified species, habitats, and/or ecosystems

Optional

- □ Estimated percentage of areas of biodiversity importance that are also *protected areas* (0-100)
- □ Website URL where information about the institution's biodiversity initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current programs and the most recent assessment(s) completed or updated within the three years prior to the anticipated date of submission.

Sampling and Data Standards

An institution may identify habitats and/or areas of biodiversity importance using any methodology developed by academics, a government body, or an NGO. Publicly accessible examples include the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning and the U.S. Information, Planning, and Conservation (IPaC) decision support system.

As a best practice, an institution should include in its assessment(s) all land that is owned or managed by the institution, but it is not required. Any areas within the STARS institutional boundary that are excluded from the assessment(s), however, should be documented in the appropriate reporting field.

Standards and Terms

Areas of biodiversity importance
Consistent with UNEP-WCMC, areas of biodiversity importance include 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. The nomenclature used to describe such areas varies by context and may include, for example, environmentally sensitive areas, local biodiversity sites, and other biodiversity designations developed by governments, academics, or NGOs in order to identify areas of biodiversity importance or areas where biodiversity is threatened, as a means to focus attention and resources on their conservation.

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.

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 include areas managed mainly for:

I. Strict protection [Ia) Strict nature reserve and Ib) Wilderness area]
II. Ecosystem conservation and protection (i.e., National park)
III. Conservation of natural features (i.e., Natural monument)
IV. Conservation through active management (i.e., Habitat/species management area)
V. Landscape/seascape conservation and recreation (i.e., Protected landscape/seascape)
VI. Sustainable use of natural resources (i.e., Managed resource protected area)

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.

Credit	Applicable to:	Points available
OP 11: Sustainable Procurement	All institutions.	3
OP 12: Electronics Purchasing	All institutions.	1
OP 13: Cleaning and Janitorial Purchasing	All institutions.	1
OP 14: Office Paper Purchasing	All institutions.	1
Total points available →		**6**

Connections to the United Nations Sustainable Development Goals (SDGs)

Performance on **OP 13: Cleaning and Janitorial Purchasing** contributes to Goal 3 (Ensure healthy lives and promote well-being for all at all ages) by recognizing institutions that switch to non-toxic cleaning products, thereby promoting healthy work, living, and learning spaces.

Goal 6 (Ensure availability and sustainable management of water and sanitation for all) is addressed by **OP 14: Office Paper Purchasing**, which encourages institutions to support markets for environmentally preferable paper, contributing to water conservation.

OP 11: Sustainable Procurement recognizes institutions that use sustainability criteria to select their business partners and adopt policies that support just and resilient local economies, thus contributing to Goal 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all).

Performance in this subcategory also contributes to Goal 12 (Ensure sustainable consumption and production patterns) by recognizing institutions that choose environmentally and socially preferable products and services and support enterprises with strong commitments to sustainability.

OP 14: Office Paper Purchasing recognizes institutions that purchase recycled-content and third party certified office paper, which contributes to Goal 15 (Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss).

Additional SDGs may also be addressed, depending on the specific content of an institution's procurement policies as reported in **OP 11: Sustainable Procurement**. For example, having published labor and human rights standards that clothing suppliers must meet can help address extreme poverty among garment workers (Goal 1).

OP 11: Sustainable Procurement

3 points available

Rationale

This credit recognizes institutions that apply sustainability criteria when making procurement decisions. Each purchasing decision an institution makes represents an opportunity to choose environmentally and socially preferable products and services, to support companies with strong commitments to sustainability, and to support just and resilient local economies.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Institution-wide sustainable procurement policies

Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. For example:

- A stated preference for post-consumer recycled or bio-based content, or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support *disadvantaged businesses*, *social enterprises* and/or local *small and medium-sized enterprises* (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

Part 2. Life Cycle Cost Analysis

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

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts

associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
A. Chemically intensive products and services Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.	• Published measures to minimize the use of chemicals. • A stated preference for green cleaning services and third party certified products. • Including sustainability objectives in contracts with service providers.
B. Consumable office products Batteries, lamps, paper, toner cartridges	• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., FSC) content. • A stated preference for extended use, rechargeable, or remanufactured products. • A stated preference for low mercury lamps.
C. Furniture and furnishings Furniture, flooring, ceilings, walls, composite wood.	• A stated preference for third party certified materials and products (e.g., FSC or LEVEL certified) • A stated preference for furnishings that are low-VOC or free of flame retardants
D. Information technology (IT) and equipment Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.	• Published measures to reduce the demand for equipment. • A stated preference for ENERGY STAR, TCO Certified, Blue Angel, or EPEAT registered products. • A stated preference for ACT-labeled laboratory products
E. Food service providers Contractors, franchises, vending and catering services. Food and beverage purchasing is covered in Food & Dining.	• Including sustainability objectives in contracts with on-site food service providers. • Requiring that dining service contractors pay a living wage to employees.
F. Garments and linens Clothing, bedding, laundry services.	• Published labor and human rights standards that clothing suppliers must meet. • A stated preference for organic, bio-based, or recycled content textiles.
G. Professional service providers Architectural, engineering, public relations, and financial services.	• A stated preference for disadvantaged businesses, social enterprises, or B Corporations.
H. Transportation and fuels Travel, vehicles, delivery services, long haul transport, generator fuels, steam plants.	• Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport. • A stated preference for clean and renewable technologies.

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.

Scoring

Each part is scored independently.

Part 1

An institution earns 0.5 point for Part 1 of this credit for having written policies, guidelines, or directives that that seek to support sustainable purchasing across multiple commodity categories, institution-wide. Partial points are not available for Part 1.

Part 2

An institution earns 1 point for Part 2 of this credit for employing Life Cycle Cost Analysis (LCCA) as a matter of policy and standard practice when evaluating all energy- and water-using products and systems. Partial points are available for institutions that employ LCCA less comprehensively. For example, an institution that employs LCCA for certain types of systems or projects and not others would earn 0.5 points (half of the points available for Part 2).

Part 3

Institution earns 0.25 points for each category of products and/or services for which it has published sustainability criteria. A maximum of 1.5 points are available for Part 1.

Reporting Fields

Required

Part 1

- □ Does the institution have written policies, guidelines, or directives that that seek to support sustainable purchasing across multiple commodity categories institution-wide?

  If yes, provide:

  - A copy of the policies, guidelines or directives (text or upload)

Part 2

- □ Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?

  If yes:

  - Which of the following best describes the institution's use of LCCA?
    - Institution employs LCCA as a matter of policy and standard practice when evaluating all energy- and water-using products, systems, and building components.
    - Institution employs LCCA less comprehensively, e.g. for certain types of systems or projects and not others
  - A brief description of the LCCA policy and/or practices

Part 3

- □ Does the institution have specific published sustainability criteria to be applied when evaluating products and services in the following categories?
    - Chemically intensive products and services
    - Consumable office products
    - Furniture and furnishings
    - Information technology (IT) and equipment
    - Food service providers (contractors, franchises, vending and catering services)
    - Garments and linens
    - Professional service providers
    - Transportation and fuels

  For each affirmative response, provide:
    - A brief description of the published sustainability criteria specific to the commodity category

Optional

- □ Website URL where information about the institution's sustainable procurement program or initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current policies and practices at the time of submission.

Sampling and Data Standards

Not applicable

Standards and Terms

Disadvantaged businesses
A disadvantaged business is a small or medium-sized enterprise (SME) 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.

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.

Small and medium-sized enterprises

Small and medium-sized enterprises (SMEs) are defined differently in various countries and regions. Examples include:

- U.S. and Canada: all enterprises with fewer than 500 employees.
- European Union: all enterprises with fewer than 250 employees and either an annual turnover not exceeding 50 million euro or an annual balance sheet total not exceeding 43 million euro.

In the absence of a local definition, institutions should use the World Bank definition as any enterprise that meets at least two of the following three criteria:

- Fewer than 300 employees.
- Less than $15 million in annual sales.
- Less than $15 million in assets.

Social enterprises

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.

OP 12: Electronics Purchasing

1 point available

Rationale

This credit recognizes institutions that are supporting markets for environmentally preferable computers and other electronic products.

Applicability

This credit applies to all institutions.

Criteria

Institution purchases electronic products that are:

- *EPEAT* registered,
- Third party certified under a multi-attribute sustainability standard or *ISO Type 1 ecolabel* developed/administered by a Global Ecolabelling Network or ISEAL Alliance member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR
- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

Scoring

An institution earns the maximum of 1 point available for this credit for purchasing exclusively EPEAT Gold products and/or products that are third party certified at the highest achievable level under a multi-attribute sustainability standard. Incremental points are awarded based on the percentage of purchased products that are EPEAT registered at each level, third party certified under multi-attribute sustainability standards, and/or labeled under single-attribute standards, as outlined below. For example, an institution that purchased 50 percent EPEAT Gold and 50 percent uncertified products would earn 0.5 points (half of the points available).

Points for this credit are calculated automatically in the STARS Reporting Tool as follows:

EPEAT registration, certification, or label	Factor		Annual expenditures on environmentally preferable electronics		Total annual expenditures on electronics		Points earned
EPEAT Gold and/or certified at the highest achievable level under a multi-attribute sustainability standard	1	×	_____	÷	_____	=	
EPEAT Silver and/or certified at mid-level under a multi-attribute sustainability standard	0.75		_____				
EPEAT Bronze and/or certified at minimum level under a multi-attribute sustainability standard	0.5		_____				
Labeled under a single-attribute standard	0.25		_____				
Total points earned →							**Up to 1**

Reporting Fields

Required

- □ Total annual expenditures on electronics (US/Canadian dollars)
- □ Annual expenditures on products that are EPEAT Gold registered and/or third party certified at the highest achievable level under a multi-attribute sustainability standard (US/Canadian dollars)
- □ Annual expenditures on products that are EPEAT Silver registered and/or third party certified at mid-level under a multi-attribute sustainability standard (US/Canadian dollars)
- □ Annual expenditures on products that are EPEAT Bronze registered and/or third party certified at minimum level under a multi-attribute sustainability standard (US/Canadian dollars)
- □ Annual expenditures that are labeled under a single-attribute standard (US/Canadian dollars)
- □ Do the figures reported above include leased equipment?
- □ A brief description of the time period from which the figures reported above are drawn (e.g., one-year time period or representative sample)

Optional

- □ Website URL where information about the institution's electronics purchasing is available
- □ Additional documentation to support the submission (upload)

- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report the most recent data available from within the three years prior to the anticipated date of submission.

Sampling and Data Standards

Institutions may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should strive to ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

At a minimum, the figures provided must include electronics expenditures by the institution's central purchasing unit, department, portal, or vendor. Other electronics expenditures may be excluded at the institution's discretion to simplify reporting.

Standards and Terms

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.

ISO Type 1 ecolabel
The International Organization for Standardisation (ISO) has identified three broad types of voluntary labels, with ecolabelling fitting under the strongest Type 1 designation. Consistent with the Global Ecolabelling Network, a Type 1 ecolabel is a "voluntary, multiple-criteria based, third party program that awards a license that authorises the use of environmental labels on products indicating overall environmental preferability of a product within a particular product category based on life cycle considerations"

OP 13: Cleaning and Janitorial Purchasing

1 point available

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.

Applicability

This credit applies to all institutions.

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Blue Angel labeled (German Federal Environment Agency)
- Cradle to Cradle Certified
- ECOLOGO certified (UL Environment)
- EU Ecolabel
- Forest Stewardship Council (FSC) certified
- Good Environmental Choice Australia (GECA) certified
- Green Seal certified
- Nordic Swan labeled (Nordic Ecolabelling Board)
- U.S. EPA Safer Choice labeled
- Other multi-criteria sustainability standards and *ISO Type 1 ecolabels* developed/administered by Global Ecolabelling Network and/or ISEAL Alliance member organizations

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

Scoring

An institution earns the maximum of 1 point available for this credit by purchasing exclusively certified green cleaning and janitorial paper products. Incremental points are awarded based on the percentage of expenditures on cleaning and janitorial products that meet the credit criteria. For example, if 50 percent of cleaning product expenditures were on Green Seal certified products and half were on conventional products, an institution would earn 0.5 points (half of the points available).

Points for this credit are calculated automatically in the STARS Reporting Tool as follows:

Factor		Annual expenditures on certified green cleaning and janitorial paper products		Total annual expenditures on cleaning and janitorial paper products		Total points earned
1	×	_____	÷	_____	=	Up to 1

Reporting Fields

Required

- □ Total annual expenditures on cleaning products (US/Canadian dollars)
- □ Annual expenditures on certified green cleaning products (US/Canadian dollars)
- □ Total annual expenditures on janitorial paper products (US/Canadian dollars)
- □ Annual expenditures on certified green janitorial paper products (US/Canadian dollars)
- □ A brief description of the time period on which the figures reported above are based (e.g., one-year time period or representative sample)

Optional

- □ Website URL where information about the institution's cleaning and janitorial purchasing is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report the most recent data available from within the three years prior to the anticipated date of submission.

Sampling and Data Standards

Institutions may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should strive to ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

At a minimum, the figures provided must include purchases made by all major housekeeping or cleaning departments, including outsourced or contracted service providers. Other expenditures on cleaning and janitorial products may be excluded at the institution's discretion to simplify reporting.

Cleaning and janitorial products for which no certified alternatives are available may be excluded, as long as they are excluded from both the numerator (certified products) and the denominator (total purchases).

Standards and Terms

ISO Type 1 ecolabel

The International Organization for Standardisation (ISO) has identified three broad types of voluntary labels, with ecolabelling fitting under the strongest Type 1 designation. Consistent with the Global Ecolabelling Network, a Type 1 ecolabel is a "voluntary, multiple-criteria based, third party program that awards a license that authorises the use of environmental labels on products indicating overall environmental preferability of a product within a particular product category based on life cycle considerations".

OP 14: Office Paper Purchasing

1 point available

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.

Applicability

This credit applies to all institutions.

Criteria

Institution purchases *office paper* with post-consumer recycled, *agricultural residue*, and/or *Forest Stewardship Council* (FSC) certified content.

Scoring

An institution earns the maximum of 1 point available for this credit by purchasing exclusively office paper that contains 90-100 percent post-consumer recycled and/or agricultural residue content or is FSC Recycled or FSC 100% labeled. 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 0.5 points (half of the points available).

Points for this credit are calculated automatically in the STARS Reporting Tool as follows:

Percentage of post-consumer recycled, agricultural residue, and/or FSC certified content	**Factor**		**Annual expenditures on office paper that meets the criteria at each level**		**Total annual expenditures on office paper**		**Points earned**
10-29	0.2	×	_____	÷	_____	=	
30-49	0.4		_____				
50-69	0.6		_____				
70-89 (or FSC Mix label)	0.8		_____				
90-100 (or FSC Recycled/100% label)	1		_____				
Total points earned →							**Up to 1**

Reporting Fields

Required

- □ Total annual expenditures on office paper (US/Canadian dollars)
- □ Annual expenditures on 10-29 percent post-consumer recycled and/or agricultural residue content office paper (US/Canadian dollars)
- □ Annual expenditures on 30-49 percent post-consumer recycled and/or agricultural residue content office paper (US/Canadian dollars)
- □ Annual expenditures on 50-69 percent post-consumer recycled and/or agricultural residue content office paper (US/Canadian dollars)
- □ Annual expenditures on 70-89 percent post-consumer recycled and/or agricultural residue content and/or FSC Mix label office paper (US/Canadian dollars)
- □ Annual expenditures on 90-100 percent post-consumer recycled and/or agricultural residue content or FSC Recycled/100% label office paper (US/Canadian dollars)
- □ A brief description of the time period from which the figures reported above are drawn (e.g., one-year time period or representative sample)

Optional

- □ Website URL where information about the institution's paper purchasing is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report the most recent data available from within the three years prior to the anticipated date of submission.

Sampling and Data Standards

Institutions may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should strive to ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

At a minimum, the figures provided must include office paper expenditures by the institution's central purchasing unit, department, portal, or vendor. Other paper expenditures may be excluded at the institution's discretion to simplify reporting.

Standards and Terms

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.

Forest Stewardship Council

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.

There are three FSC labels for wood and paper products:

- FSC Mix products contain a minimum of 70% FSC certified wood/fiber and/or post-consumer input, and the balance must be controlled wood and/or pre-consumer reclaimed material.
- FSC 100%. All timber or fiber in an FSC 100% product comes from an FSC certified forest.
- FSC Recycled. All timber or fiber in an FSC Recycled product is pre-consumer or postconsumer reclaimed.

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".

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, institutions 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 stormwater. Institutions may realize cost savings and help support local economies by reducing their dependence on petroleum-based fuels for transportation.

Credit	**Applicable to:**	**Points available**
OP 15: Campus Fleet	Institutions that that own or lease motorized vehicles.	1
OP 16: Commute Modal Split	All institutions.	5
OP 17: Support for Sustainable Transportation	All institutions.	1
Total points available (if all credits are applicable) →		**7**

Connections to the United Nations Sustainable Development Goals (SDGs)

Performance in this subcategory contributes to Goal 3 (Ensure healthy lives and promote well-being for all at all ages). Institutions that support more sustainable modes of transportation and offer programs to reduce commuting help decrease local air pollution and related health impacts. In addition, institutions can promote the overall health and wellbeing of the campus community by encouraging and facilitating cycling and walking.

Goal 9 (Build resilient infrastructure, promote sustainable industrialization and foster innovation) includes targets to develop quality, reliable, sustainable and resilient infrastructure, with a focus on increased resource-use efficiency and greater adoption of clean and environmentally sound technologies. These targets are addressed by the credits in this subcategory, which incentivize improving transportation support, infrastructure and more sustainable commuting behaviors.

Performance in this subcategory also contributes to Goal 11 (Make cities inclusive, safe, resilient and sustainable). By supporting active transportation and commuting alternatives,

institutions can provide access to safe, affordable, accessible and sustainable transport systems for all.

OP 15: Campus Fleet recognizes institutions that use cleaner fuels and fuel-efficient vehicles, which helps achieve the efficient use of natural resources, a target under Goal 12 (Ensure sustainable consumption and production patterns).

Encouraging more sustainable modes of transportation and offering programs to reduce commuting helps decrease greenhouse gas emissions, contributing to Goal 13 (Take urgent action to combat climate change and its impact).

OP 15: Campus Fleet

1 point available

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.

Applicability

This credit applies to all institutions that own or lease motorized vehicles.

Criteria

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

A. Gasoline-electric hybrid,
B. Diesel-electric hybrid,
C. Plug-in hybrid,
D. 100 percent electric (including electric assist utility bicycles and tricycles),
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, 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)

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

Scoring

An institution earns the maximum of 1 point available for this credit when all vehicles in its fleet are alternatively fueled or powered. Incremental points are awarded based on the percentage of vehicles that meet the criteria. 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 for this credit are calculated automatically in the STARS Reporting Tool as follows:

Factor		**Number of vehicles that meet a criterion (A-H) for power or fuel type**		**Total number of vehicles in the fleet**		**Total points earned**
1	×	_____	÷	_____	=	Up to 1

Reporting Fields

Required

- □ Total number of vehicles in the institution's fleet
- □ Number of gasoline only vehicles
- □ Number of diesel only vehicles
- □ Number of gasoline-electric, non-plug-in hybrid vehicles
- □ Number of diesel-electric, non-plug-in hybrid vehicles
- □ Number of plug-in hybrid vehicles
- □ Number of 100 percent electric vehicles (including electric assist utility bicycles and tricycles)
- □ Number of vehicles fueled with Compressed Natural Gas (CNG)
- □ Number of hydrogen fueled vehicles
- □ Number of vehicles fueled with B20 or higher biofuel for more than 4 months of the year
- □ Number of vehicles fueled with locally produced, low-level biofuel (e.g., B5)
- □ Do the figures reported above include leased vehicles?

Optional

- □ A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet
- □ Website URL where information about the institution's motorized fleet is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report the most recent data available from within the three years prior to the anticipated date of submission.

Sampling and Data Standards

Include all cars, carts, trucks, tractors, buses, electric assist cycles, 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. Reporting on a sample of vehicles is not allowed.

Standards and Terms

Not applicable

OP 16: Commute Modal Split

5 points available

Rationale

This credit recognizes institutions where students and employees use alternatives to conventional single-occupancy vehicles 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 more sustainable modes of transport helps reduce local air pollution, traffic congestion, and GHG emissions, as well as helping to facilitate more sustainable land use patterns. Walking and cycling offer health benefits as well.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Student commute modal split

Institution's students commute to and from campus using *more sustainable commuting options* such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a *zero-emissions vehicle*, availing of *distance education*, 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.

Part 2. Employee commute modal split

Institution's *employees* commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, 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 worksites.

Scoring

Each part is scored independently. The number of points available for each part of this credit varies based on the ratio of the full-time equivalent of students to the full-time equivalent of employees, as follows:

$$\text{Points available for Part 1} = 5 \times [(A / (A + B)]$$
$$\text{Points available for Part 2} = 5 \times [(B / (A + B)]$$

A = Total full-time equivalent student enrollment

B = Full-time equivalent of employees

Part 1

An institution earns the maximum points available for Part 1 when all students use more sustainable modes of transportation (i.e., alternatives to conventional *single-occupancy vehicles*) as their primary mode of transportation for getting to and from campus. Incremental points are awarded based on the percentage of students that use more sustainable modes as their primary means of transportation. For example, an institution for which 50 percent of students use more sustainable modes and the other 50 percent drive alone would earn half of the available points for Part 1.

Points earned for Part 1 are calculated automatically in the STARS Reporting Tool as follows:

$$\text{Points earned} = A \times (B / 100)$$

A = Total percentage of students that use a more sustainable commuting option *(0-100)*
B = Points available for Part 1

Part 2

An institution earns the maximum points available for Part 2 when all employees use more sustainable modes of transportation as their primary means of transportation for getting to and from campus. Incremental points are awarded based on the percentage of employees that use more sustainable modes as their primary means of transportation. For example, an institution for which 50 percent of employees use more sustainable modes and the other 50 percent drive alone would earn half of the available points for Part 2.

Points earned for Part 2 are calculated automatically in the STARS Reporting Tool as follows:

$$\text{Points earned} = A \times (B / 100)$$

A = Total percentage of employees that use a more sustainable commuting option *(0-100)*
B = Points available for Part 2

Reporting Fields

Required

- □ Total full-time equivalent student enrollment (undergraduate and graduate)
- □ Full-time equivalent of employees (academic and non-academic staff)

Part 1

- □ Has the institution gathered data about student commuting behavior?

  If yes, provide:
  - Total percentage of students that use more sustainable commuting options as their primary mode of transport (0-100)
  - A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable

Part 2

- □ Has the institution gathered data about employee commuting behavior?

  If yes, provide:
  - Total percentage of employees that use more sustainable commuting options as their primary mode of transport (0-100)
  - A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable

Optional

- □ Percentage of students that use the following as their primary mode of transportation (0-100):
  - Single-occupancy vehicle (i.e., a conventional, hybrid, or low emissions car, truck, or van)
  - Zero-emissions vehicle
  - Walk, cycle, or other non-motorized mode (may include on-campus residents)
  - Vanpool or carpool
  - Public transport or campus shuttle
  - Motorcycle, motorized scooter/bike, or moped
  - Distance education (i.e., do not commute)
- □ Percentage of employees that use the following as their primary mode of transportation (0-100):
  - Single-occupancy vehicle (i.e., a conventional, hybrid, or low emissions car, truck, or van)
  - Zero-emissions vehicle
  - Walk, cycle, or other non-motorized mode (may include on-campus residents)
  - Vanpool or carpool
  - Public transport or campus shuttle
  - Motorcycle, motorized scooter/bike, or moped
  - Telecommuting for 50 percent or more of regular work hours
- □ Website URL where information about student or employee commuting is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report the most recent data available from within the three years prior to the anticipated date of submission.

Sampling and Data Standards

Institutions may use *representative samples* to gather data about commuting behavior. For information about how to measure commuting behavior, see the guidance provided by the Massachusetts Rideshare Program and the South Coast Air Quality Management District.

Standards and Terms

Distance education
Consistent with U.S. 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.

Employees
Employees are defined as personnel paid by the institution and include full-time and part-time workers (as defined by the institution), and both academic staff (i.e., faculty members) and non-academic staff.

More sustainable commuting options
More sustainable commuting options include transportation modes that do not involve single-occupancy vehicles (i.e., conventional, hybrid, or low emissions cars, trucks, vans, sport utility vehicles, or the equivalent with only the driver in the vehicle). Thus, the following commuting options are classified as more sustainable for purposes of STARS reporting: walking, cycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, using zero-emissions vehicles, telecommuting, distance education, or any combination of these options.

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.

Single-occupancy vehicle
A single-occupancy vehicle (SOV) is defined as a conventional, hybrid, or low emissions car, truck, van, sport utility vehicle, or the equivalent whose only occupant is the driver.

Zero-emissions vehicle
Consistent with the California Air Resources Board (CARB), zero-emissions vehicles (ZEVs) are defined as "vehicles which produce no emissions from the on-board source of power (e.g., an electric vehicle)".

OP 17: Support for Sustainable Transportation

1 point available

Rationale

This credit recognizes institutions that support active transportation and more sustainable commuting options for its students and employees in ways that may not be reflected in its commute modal split. Encouraging more sustainable modes of transportation and offering programs to reduce commuting helps decrease local air pollution and greenhouse gas emissions.

Applicability

This credit applies to all institutions.

Criteria

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

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
- 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.
- Offers preferential parking or other incentives for fuel efficient vehicles.
- Has one or more Level 2 or Level 3 *electric vehicle charging stations* that are accessible to student and employee commuters.
- Has incentives or programs to encourage employees to live close to campus.
- Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.

Scoring

Institutions earn 0.20 points for each initiative described above. Institutions with four or more of the initiatives listed earn the maximum of 1 point available for this credit.

Reporting Fields

Required

- □ Has the institution implemented the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?
    - Has a bicycle-sharing program or participates in a local bicycle-sharing program
    - Participates in a car sharing program

- Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters
- Offers preferential parking for fuel efficient vehicles
- Has incentives or programs to encourage employees to live close to campus
- Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting

For each strategy the institution has implemented, provide:

- A brief description of the program or initiative

Optional

- □ Website URL where information about the institution's support for sustainable transportation is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current programs and practices at the anticipated date of submission.

Sampling and Data Standards

Not applicable

Standards and Terms

Electric vehicle charging stations
Level 2 electric vehicle charging 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").

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.

Credit	**Applicable to:**	**Points available**
OP 18: Waste Minimization and Diversion	All institutions.	8
OP 19: Construction and Demolition Waste Diversion	Institutions that have conducted a major construction, renovation, and/or demolition project in the previous three years.	1
OP 20: Hazardous Waste Management	All institutions.	1
Total points available (if all credits are applicable)→		**10**

Connections to the United Nations Sustainable Development Goals (SDGs)

OP 20: Hazardous Waste Management contributes to Goal 3 (Ensure healthy lives and promote well-being for all at all ages) by recognizing institutions that seek to minimize and safely dispose of all hazardous waste, which typically contains toxic components such as lead and mercury that have detrimental human health impacts if handled improperly.

Performance in this subcategory contributes to Goal 6 (Ensure availability and sustainable management of water and sanitation for all) and Target 6.3 in particular, which focuses on improving water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials. For example, reducing the flow of waste to incinerators and landfills and improper disposal of hazardous waste can avoid contaminating groundwater supplies. In addition, it generally takes less water to make a product with recycled material than with virgin resources.

OP 20: Hazardous Waste Management addresses Goal 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all) by recognizing programs that take steps to ensure that workers' basic safety is protected and environmental standards are met during the process of hazardous waste disposal and e-waste recycling.

Goal 12 (Ensure sustainable consumption and production patterns) includes waste-related targets to reduce waste generation through prevention, reduction, recycling and reuse; achieve the sustainable management and efficient use of natural resources; and achieve the environmentally sound management of chemicals and all wastes throughout their life cycle. Performance in this subcategory directly contributes to each of these targets by recognizing institutions that are minimizing their production of waste, diverting materials from landfills and incinerators, and conserving resources by composting and recycling materials properly.

Performance in this subcategory also contributes to Goal 14 (Conserve and sustainably use the oceans, seas and marine resources for sustainable development), which includes a target to prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution.

OP 18: Waste Minimization and Diversion

8 points available

Rationale

This credit recognizes institutions that are minimizing their production of waste, diverting materials from landfills and incinerators, and conserving resources by recycling and composting.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Reduction in total waste per person

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. Total waste per person

Institution's total annual waste generation (materials diverted and disposed) is less than the *minimum performance threshold* of 0.45 tonnes (0.50 short tons) per weighted campus user.

Part 3. Waste diverted from the landfill or incinerator

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling *residual conversion*. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

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

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e., all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, hazardous, special (e.g., coal ash), universal and non-regulated chemical waste, which are covered in the Construction and Demolition Waste Diversion and Hazardous Waste Management credits.

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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 Reporting Fields is entered in the online Reporting Tool.

Part 1

An institution earns the maximum points of 2.5 points available for Part 1 by reducing its 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
B = Weighted campus users, baseline year
C = Total waste generated (diverted + disposed), performance year
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 0.46 tonnes (0.50 short tons). Incremental points are awarded based on the institution's performance between the threshold and the 90 percent target. For example, an institution that generates 0.275 short 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
B = Weighted campus users, performance year
C = Minimum performance threshold *(0.46 tonnes OR 0.50 short tons)*

Part 3

An institution earns the maximum of 3 points available for Part 3 of this credit by diverting 100 percent of waste from the landfill or incinerator through recycling, composting, donating or reselling or by diverting at least 90 percent of waste from the landfill or incinerator and disposing of the remaining residual materials through post-recycling conversion. Incremental points are awarded based on the percentage of waste that is diverted and the percentage of waste that is disposed through post-recycling conversion, as follows:

$$\text{Points earned} = 3 \times \{ [(A + B + C) + (F \text{ if } D \geq F, \text{ else } D)] / (A + B + C + D + E)] \}$$

A = Materials recycled, performance year
B = Materials composted, performance year
C = Materials donated or re-sold, performance year

D = Materials disposed through post-recycling residual conversion, performance year
E = Materials disposed in a solid waste landfill or incinerator, performance year
F = Maximum allowable residual conversion [0.1 × (A + B + C + D + E)]

For example, an institution that diverts 40 percent of its waste through recycling, composting, donating or re-selling and disposes of the remaining 60 percent through post-recycling conversion would earn 1.5 points (half of the points available for Part 3 of this credit).

Reporting Fields

Required

- □ Figures needed to determine total waste generated and diverted during the performance year (tonnes or short tons):
    - Materials recycled, performance year
    - Materials composted, performance year
    - Materials donated or re-sold, performance year
    - Materials disposed through post-recycling residual conversion, performance year
    - Materials disposed in a solid waste landfill or incinerator, performance year
- □ Figures needed to determine total waste generated and diverted during the baseline year (tonnes or short tons):
    - Materials recycled, baseline year
    - Materials composted, baseline year
    - Materials donated or re-sold, baseline year
    - Materials disposed through post-recycling residual conversion, baseline year
    - Materials disposed in a solid waste landfill or incinerator, baseline year

  If reporting post-recycling residual conversion, provide:
    - A brief description of the residual conversion facility (Include affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials.)
- □ Start date, performance year or 3-year period
- □ End date, performance year or 3-year period
- □ Start date, baseline year or 3-year period
- □ End date, baseline year or 3-year period

  If end date of the baseline year/period is 2004 or earlier, provide:
    - 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)
- □ Figures needed to determine weighted campus users during the performance year:
    - Number of students resident on-site, performance year
    - Number of employees resident on-site, performance year
    - Number of other individuals resident on-site and/or staffed hospital beds (if applicable), performance year
    - Total full-time equivalent student enrollment, performance year
    - Full-time equivalent of employees, performance year

    - Full-time equivalent of students enrolled in exclusively in distance education, performance year
- □ Figures needed to determine weighted campus users during the baseline year:
    - Number of students resident on-site, baseline year
    - Number of employees resident on-site, baseline year
    - Number of other individuals resident on-site and/or staffed beds (if applicable), baseline year
    - Total full-time equivalent student enrollment, baseline year
    - Full-time equivalent of employees, baseline year
    - Full-time equivalent of students enrolled exclusively in distance education, baseline year
- □ In the waste figures reported above, has the institution recycled, composted, donated or re-sold the following materials?
    - Paper, plastics, glass, metals, and other recyclable containers
    - Food
    - Cooking oil
    - Plant materials
    - Animal bedding
    - White goods (i.e., appliances)
    - Electronics
    - Laboratory equipment
    - Furniture
    - Residence hall move-in/move-out waste
    - Scrap metal
    - Pallets
    - Tires
    - Other (please specify)

Optional

- □ Materials intended for disposal but subsequently recovered and reused on campus, performance year (tonnes or short tons) (Include materials that are actively diverted from the landfill or incinerator and refurbished/repurposed.)
- □ Which of the following methods does the institution use to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas? (Select all that apply.)
    - Single stream (a single container for commingled recyclables)
    - Dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals)
    - Multi-stream (multiple containers that further separate different types of materials)
- □ Average contamination rate for the institution's recycling program
- □ A brief description of any recycling quality control mechanisms employed (e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted)

- □ A brief description of any of the following waste minimization strategies employed by the institution:
    - Behavior change (e.g. initiatives to shift individual attitudes and practices such as signage and competitions)
    - Waste audits and other initiatives to assess its materials management efforts and identify areas for improvement
    - 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
    - Platforms to encourage peer-to-peer exchange and reuse (e.g., of electronics, furnishings, books and other goods)
    - 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
    - Programs or initiatives to recover and reuse other materials intended for disposal
- □ Website URL where information about the institution's waste minimization and diversion efforts is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Performance Year

Report the most recent data available from within 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 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 for reductions 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 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 the Construction and Demolition Waste Diversion and Hazardous Waste Management credits, are excluded. Electronic waste may be included or excluded, at the institution's discretion. 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.

Standards and Terms

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, or re-selling.

Minimum performance threshold
Minimum performance thresholds are benchmarks against which campus performance may be assessed for scoring purposes. The thresholds used in this version of STARS were calculated at the first decile for institutions reporting under STARS 2.0 as of July 31, 2015 and rounded to the nearest hundredth. In other words, 90 percent of institutions rated under STARS 2.0 before July 31, 2015 performed better than the minimum threshold. Extreme outliers were excluded from the calculations.

Residual conversion
Consistent with CalRecycle and the Southern California Conversion Technology Project, residual conversion includes:

> ...thermal, chemical, mechanical, and/or biological processes capable of converting post-recycled residual solid waste into useful products and chemicals, green fuels like ethanol and biodiesel, and clean, renewable energy.

Examples include the transformation of post-recycled residual materials into usable heat or electricity through gasification, pyrolysis, distillation, or biological conversion other than composting. To count as residual conversion, the process must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

Materials that are otherwise landfilled or incinerated, including biomass conversion operations that exclusively incinerate organic materials, landfill-gas-to-energy (LFGTE) facilities, and other facilities that do not employ integrated materials recovery or equivalent sorting and recovery systems may not be considered to be converted residual waste.

Waste
Waste is defined as any substance or object which the institution discards, intends to discard, or is required to discard. This includes materials that are recycled, composted, donated, re-sold, or disposed of as trash.

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 students resident on-site
B = Number of employees resident on-site
C = Number of other individuals resident on-site and/or staffed hospital beds
D = Total full-time equivalent student enrollment

E = Full-time equivalent of employees
F = Full-time equivalent of students enrolled exclusively in distance education

Scoring Example: Waste Minimization and Diversion

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 donated or re-sold = 0
- Tons of materials disposed through post-recycling residual conversion = 0
- Tons of materials disposed in a solid waste landfill or incinerator = 650

Total waste generation = 1,000 + 350 + 650 = 2,000 tons

B. Weighted campus users, baseline year:

a. Number of students resident on-site = 2,000
b. Number of employees resident on-site= 0
c. Number of other individuals resident on-site and/or staffed hospital beds = 0
d. Total full-time equivalent student enrollment = 2,500
e. Full-time equivalent of employees = 750
f. Full-time equivalent of students enrolled in exclusively in distance education = 0

Baseline year weighted campus users = (Ba + Bb + Bc) + 0.75 [(Bd - Ba) + (Be - Bb) - Bf]
= (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)
= 2,937.5

C. Waste generation, performance year:

- Tons of materials recycled = 790
- Tons of materials composted = 350
- Tons of materials donated or re-sold = 10
- Tons of materials disposed through post-recycling residual conversion = 0
- Tons of materials disposed in a solid waste landfill or incinerator = 400

Total waste generation = 790 + 350 + 10 + 400 = 1,550 tons

D. Weighted campus users, performance year:

a. Number of students resident on-site= 2,500
b. Number of employees resident on-site = 50
c. Number of other individuals resident on-site and/or in-patient hospital beds = 0
d. Total full-time equivalent student enrollment = 3,000
e. Full-time equivalent of employees = 800

f. Full-time equivalent of students enrolled exclusively in distance education = 0

Performance year weighted campus users = (Da + Db + Dc) + 0.75 [(Dd - Da) + (De - Db) - Df]
= (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)
= 3,487.5

Part 1

Points earned = 5 × { [(A / B) - (C / D)] / (A / B) }
= 5 × { [(2,000/2,937.5) - (1,550/3,487.5)] / (2,000/2,937.5) }
= 5 × { [0.681 – 0.444] / 0.681 }
= 5 × { 0.2366 / 0.6809 }
= 5 × 0.347
= 1.74 points

Part 2

Points earned = 2.78 × { [0.50 - (C / D)] / 0.50 }
= 2.78 × { [0.50 - (1,550/3,487.5)] / 0.50 }
= 2.78 × { [0.50 - 0.4444)] / 0.50 }
= 2.78 × { 0.0556 / 0.50 }
= 2.78 × 0.1112
= 0.31 points

Part 3

Maximum allowable residual conversion:
= 0.1 × (A + B + C + D + E)
= 0.1 × 1,550
= 155

Points earned = 3 × { [(A + B + C) + (F if D ≥ F, else D)] / (A + B + C + D + E)] }
= 3 × { [(1,150) + (0)] / (1,550)] }
= 3 × 0.742
= 2.226 points

OP 19: Construction and Demolition Waste Diversion

1 point available

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.

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.

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.

Scoring

An institution earns the maximum of 1 point available for this credit by diverting all of its 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).

Points for this credit are calculated automatically in the STARS Reporting Tool as follows:

C&D waste recycled, donated or otherwise recovered		**C&D waste landfilled or incinerated**		**Total amount of C&D waste generated (recovered + disposed)**
_____	+	_____	=	_____

Factor		**C&D waste recycled, donated or otherwise recovered**		**Total amount of C&D waste generated (recovered + disposed)**		**Points earned**
1	×	_____	÷	_____	=	Up to 1

Reporting Fields

Required

- □ Construction and demolition materials recycled, donated, or otherwise recovered (tonnes or short tons)
- □ Construction and demolition materials landfilled or incinerated (tonnes or short tons)

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
- □ Website URL where information about the institution's C&D waste diversion efforts is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on the most recent data available for a one-year period from within the three years prior to the anticipated date of submission.

Sampling and Data Standards

Waste figures measured in volume may be converted to weight using the conversion factors for construction debris provided by CalRecycle, other state or provincial authorities, or the guidance provided by the United Nations Environment Programme (UNEP).

Standards and Terms

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."

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		**C&D waste landfilled or incinerated**		**Total amount of C&D waste generated (recovered + disposed)**
60	+	40	=	100

Factor		**C&D waste recycled, donated or otherwise recovered**		**Total amount of C&D waste generated (recovered + disposed)**		**Points earned**
1	×	60	÷	100	=	0.6

OP 20: Hazardous Waste Management

1 point available

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, mobile 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.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Hazardous waste minimization and disposal

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. Electronic waste diversion

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the *e-Stewards*® and/or *Responsible Recycling* (R2) standards.

Scoring

Each part of the credit is scored separately.

Part 1

A institution earns 0.5 points for meeting the criteria outlined above. Partial points are not available for Part 1.

Part 2

An institution earns 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).

Reporting Fields

Required

- □ Does the institution have strategies in place to safely dispose of all hazardous, special (e.g., coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?

  If yes, provide the following:

  - 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
- □ Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?
- □ Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?

  If yes to either of the above, provide:

  - A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled
  - Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?

Optional

- □ Website URL where information about the institution's hazardous waste program is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current programs at the time of submission.

Sampling and Data Standards

Not applicable

Standards and Terms

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.

Responsible Recycling

The Responsible Recycling (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.

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 management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit	Applicable to:	Points available
OP 21: Water Use	All institutions.	4 - 6
OP 22: Rainwater Management	All institutions.	2
Total points available →		**6 - 8**

Connections to the United Nations Sustainable Development Goals (SDGs)

Performance in this subcategory directly contributes to Goal 6 (Ensure availability and sustainable management of water and sanitation for all), which includes a target to substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity.

Goal 11 (Make cities inclusive, safe, resilient and sustainable) is addressed by **OP 22: Rainwater Management**, which recognizes institutions that use low impact development practices and green infrastructure to manage rainwater, thereby decreasing pressures on public infrastructure.

OP 22: Rainwater Management contributes to Goal 14 (Conserve and sustainably use the oceans, seas and marine resources for sustainable development) and Target 14.1 to prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution. Specifically, this credit incentivizes that implementation of policies and programs to reduce stormwater runoff and resultant water pollution, reduce erosion impacts, and minimize local water contamination.

OP 21: Water Use

4-6 points available

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.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Reduction in potable water use per person

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

Part 2. Reduction in potable water use per unit of floor area

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

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

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

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 Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit
Low and Low to Medium Risk	1⅓	4
Medium to High Risk	1⅔	5
High and 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 Reporting Fields is entered in the online Reporting Tool. STARS awards only positive points; points will not be deducted if normalized water use increased rather than decreased during the time period.

Part 1

An institution earns 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 1.

$$\text{Points earned} = [\ E / 0.3\ ] \times \{\ [\ (\ A / B\ ) - (\ C / D\ )\ ] / (\ A / B\ )\ \}$$

A = Potable water use, baseline year (cubic metres or US gallons)
B = Weighted campus users, baseline year
C = Potable water use, performance year (cubic metres or US gallons)
D = Weighted campus users, performance year
E = Points available for Part 1

Part 2

An institution earns 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 metre or foot 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.

$$\text{Points earned} = [\ E / 0.3\ ] \times \{\ [\ (\ A / B\ ) - (\ C / D\ )\ ] / (\ A / B\ )\ \}$$

A = Potable water use, baseline year (cubic metres or US gallons)
B = Gross floor area of building space, baseline year (square metres or feet)
C = Potable water use, performance year (cubic metres or US gallons)
D = Gross floor area of building space, performance year (square metres or feet)
E = Points available for Part 2

Part 3

An institution earns the maximum points available for Part 3 of this credit by achieving a 30 percent or larger reduction in total water use per hectare or acre 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 3.

$$\text{Points earned} = [\ E / 0.3\ ] \times \{\ [\ (\ A / B\ ) - (\ C / D\ )\ ] / (\ A / B\ )\ \}$$

A = Total water use, baseline year (cubic metres or US gallons)
B = Area of vegetated grounds, baseline year (hectares or acres)
C = Total water use, performance year (cubic metres or US gallons)
D = Area of vegetated grounds, performance year (hectares or acres)
E = Points available for Part 3

Reporting Fields

Required

Part 1

- □ Level of ”Physical Risk Quantity” for the institution’s main campus as indicated by the World Resources Institute 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 (cubic metres or US gallons)
- □ Potable water use, performance year (cubic metres or US gallons)
- □ Total water use (potable and non-potable combined), baseline year (cubic metres or US gallons)
- □ Potable water use, baseline year (cubic metres or US gallons)
- □ Start date, performance year or 3-year period
- □ End date, performance year or 3-year period
- □ Start date, baseline year or 3-year period
- □ End date, baseline year or 3-year period

  If end date of the baseline year/period is 2004 or earlier, provide:
  - 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)
- □ Figures needed to determine weighted campus users during the performance year:
  - Number of students resident on-site, performance year
  - Number of employees resident on-site, performance year
  - Number of other individuals resident on-site and/or staffed hospital beds (if applicable), performance year
  - Total full-time equivalent student enrollment, performance year
  - Full-time equivalent of employees, performance year
  - Full-time equivalent of students enrolled exclusively in distance education, performance year
- □ Figures needed to determine weighted campus users during the baseline year:
  - Number of students resident on-site, baseline year
  - Number of employees resident on-site, baseline year
  - Number of other individuals resident on-site and/or staffed hospital beds (if applicable), baseline year
  - Total full-time equivalent student enrollment, baseline year
  - Full-time equivalent of employees, baseline year
  - Full-time equivalent of students enrolled exclusively in distance education, baseline year

Part 2

- □ *Gross floor area of building space*, performance year (square metres or feet)
- □ Gross floor area of building space, baseline year (square metres or feet)

Part 3

- □ Area of vegetated grounds, performance year (hectares or acres)
- □ Area of vegetated grounds, baseline year (hectares or acres)

Optional

- □ A brief description of any of the following water conservation and efficiency initiatives employed by the institution:
    - Behavior change, e.g. initiatives to shift individual attitudes and practices such as signage and competitions
    - Water recovery and reuse
    - Initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g., building retrofits)
- □ Website URL where information about the institution's water conservation and efficiency efforts is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Performance Year

Report the most recent data available from within 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 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 for reductions 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 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.

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, groundwater, 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. The footprint of buildings and other structures with green roofs may be included in the area of vegetated grounds.

Standards and Terms

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.

Buildings within the overall STARS boundary that the institution leases entirely (i.e. the institution is the only tenant) should be included.

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.

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.

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.

Total campus area
The total amount of land within the institutional boundary, including the footprint of the institution's buildings.

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). The footprint of buildings with green roofs may be included as vegetated grounds.

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 students resident on-site
B = Number of employees resident on-site
C = Number of other individuals resident on-site and/or in-patient hospital beds
D = Total full-time equivalent student enrollment
E = Full-time equivalent of employees

F = Full-time equivalent of students enrolled exclusively in distance education

Scoring Example: Water Use

Example College's "Physical Risk QUANTITY" for water is 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 2018 (C)
- Had 2,000 weighted campus users in 2018 (D)

Points earned = (2 / 0.3) × { [(A / B) - (C / D)] / (A / B) }
= 6.67 × { [(1,000,000 / 2,000) - (900,000 / 2,000)] / (1,000,000 / 2,000) }
= 6.67 × { [500 - 450] / 500 }
= 6.67 × 50 / 500
= 6.67 × 0.10
= 0.67 points

Part 2

- Used 1,000,000 gallons of potable water in 2005 (A)
- Had 2,000,000 gross square feet of floor area in 2005 (B)
- Used 900,000 gallons of potable water in 2018 (C)
- Had 2,500,000 gross square feet of floor area in 2018 (D)

Points earned = (2 / 0.3) × { [(A / B) - (C / D)] / (A / B) }
= 6.67× { [(1,000,000 / 2,000,000) - (900,000 / 2,500,000)] / (1,000,000 / 2,000,000) }
= 6.67 × { [0.5 – 0.36] / 0.5 }
= 6.67 × 0.14 / 0.5
= 6.67 × 0.28
= 1.87 points

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 2018 (C)
- Had 120 acres of vegetated grounds in 2018 (D)

Points earned = (2 / 0.3) × { [(A / B) - (C / D)] / (A / B) }
= 6.67 × { [(1,000,000 / 100) - (900,000 / 120)] / (1,000,000 / 100) }
= 6.67 × { [10,000 – 7,500] / 10,000 }
= 6.67 × 2,666.67 / 11,000
= 6.67 × 0.25

= 1.67 points

OP 22: Rainwater Management

2 points available

Rationale

This credit recognizes institutions that implement policies and programs to reduce stormwater runoff and resultant water pollution, and treat rainwater 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.

Applicability

This credit applies to all institutions.

Criteria

Institution uses *green infrastructure* and *low impact development* (LID) practices to help mitigate *stormwater run-off* impacts and treat rainwater as a resource rather than as a waste product.

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

Scoring

An institution earns the maximum of 2 points available for this credit by having comprehensive rainwater management policies, plans, or guidelines that incorporate green infrastructure, cover the entire campus, and mandate the use of LID practices for all new construction, major renovation, and development projects. Partial points are available as follows:

Which of the following best describes the institution's approach to rainwater management?	**Points earned**
Institution has comprehensive rainwater management policies, plans, or guidelines that incorporate green infrastructure, cover the entire campus, and mandate the use of LID practices for all new construction, major renovation, and development projects.	2
Institution has rainwater management policies, plans, or guidelines that incorporate green infrastructure, but are less comprehensive (e.g., do not cover the entire campus, cover buildings and not other types of projects, or require consideration of rather than mandate LID practices).	1
Institution uses green infrastructure to manage rainwater and employs LID practices on a case-by-case basis or for demonstration projects (i.e., in the absence of formal policies, plans or guidelines).	0.5

Reporting Fields

Required

- □ Which of the following best describes the institution's approach to rainwater management?
    - ○ Institution has comprehensive rainwater management policies, plans or guidelines that incorporate green infrastructure, cover the entire campus, and mandate the use of LID practices for all new construction, major renovation, and development projects.
    - ○ Institution has rainwater management policies, plans or guidelines that incorporate green infrastructure, but are less comprehensive (e.g., do not cover the entire campus, cover buildings and not other types of projects, or require consideration of rather than mandate LID practices).
    - ○ Institution uses green infrastructure to manage rainwater and employs LID practices on a case-by-case basis or for demonstration projects (i.e., in the absence of formal policies, plans or guidelines).
    - ○ None of the above; institution does not use green infrastructure or LID practices.

  If institution uses green infrastructure and LID practices, provide:
    - ○ A brief description of the institution's green infrastructure and LID practices

  If reporting policies, plans or guidelines, provide:
    - ○ A copy or brief description of the institution's rainwater management policy, plan, and/or guidelines to support the responses above (text or upload)

Optional

- □ Website URL where information about the institution's green infrastructure and LID practices is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current policies, plans, and/or strategies at the time of submission.

Sampling and Data Standards

Report on policies, plans, and/or strategies employed throughout the campus.

Standards and Terms

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.

Low impact development

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.

Stormwater run-off

Stormwater run-off refers to water from precipitation that flows over land or impervious surfaces into bodies of water or sewer systems.

Planning & Administration (PA)

Coordination & Planning

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 stakeholders in governance. Sustainability staff positions 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 stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	**Applicable to:**	**Points available**
PA 1: Sustainability Coordination	All institutions.	1
PA 2: Sustainability Planning	All institutions.	4
PA 3: Inclusive and Participatory Governance	All institutions.	3
PA 4: Reporting Assurance	Institutions that are submitting a scored report for the first time under a new version of STARS or for a higher rating than currently held.	1
Total points available (if all credits are applicable) →		**9**

Connections to the United Nations Sustainable Development Goals (SDGs)

Without transformed governance structures, many sustainability gains cannot be realized. **PA 3: Inclusive and Participatory Governance** contributes to Goal 5 (Achieve gender equality and empower all women and girls) by recognizing institutions that include women in governance and that have participatory processes and structures that empower stakeholder groups to come together and work collaboratively to address sustainability challenges.

Goal 11 (Make cities inclusive, safe, resilient and sustainable) includes a target for increased adoption and implementation of integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change. This is addressed by **PA 2: Sustainability Planning**, which recognizes institutions that have developed comprehensive plans to move toward sustainability.

PA 2: Sustainability Planning also contributes to Goal 13 (Take urgent action to combat climate change and its impact), which includes a target to integrate climate change measures into policies, strategies and planning. Sustainability planning affords an institution the opportunity to clarify its vision of a low carbon future and provides a road map to help guide decision-making.

Performance in this subcategory contributes to Goal 16 (Promote just, peaceful and inclusive societies). For example, **PA 1: Sustainability Coordination** recognizes institutions that coordinate sustainability work and encourage collaboration, institution-wide, and **PA 3: Inclusive and Participatory Governance** recognizes institutions that engage students, employees and local community members in institutional governance.

Goal 17 (Strengthen the means of implementation and revitalize the global partnership for sustainable development) is addressed by **PA 2: Sustainability Planning**, which recognizes institutions that have developed plans and measurable objectives to move toward sustainability.

Additional SDGs may also be addressed, depending on the specific content of an institution's plans, goals and objectives claimed in **PA 2: Sustainability Planning**. For example, adopting measurable objectives for health and wellbeing outcomes can address Goal 3 (Ensure healthy lives and promote well-being for all at all ages).

PA 1: Sustainability Coordination

1 point available

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.

Applicability

This credit applies to all institutions.

Criteria

Institution has at least one sustainability committee, office, and/or *officer* tasked by the administration or *governing body* to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and covers 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 one aspect of sustainability (e.g., an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g., Academic Affairs Sustainability Taskforce) does not count toward scoring in the absence of institution-wide coordination.

Scoring

An institution earns 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.

Reporting Fields

Required

- □ Does the institution have at least one sustainability committee?

  If yes, provide:
  - 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, academic staff, non-academic staff)
- □ Does the institution have at least one sustainability office that includes more than 1 *full-time equivalent* (FTE) employee?

  If yes, provide:
  - A brief description of each sustainability office

    - Full-time equivalent (FTE) of people employed in the sustainability office(s)
- □ Does the institution have at least one sustainability officer?

  If yes, provide:
    - Name and title of each sustainability officer
- □ Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?

  If yes, provide:
    - A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years

Optional

- □ For up to three sustainability officer positions, provide:
    - Job title of the sustainability officer position
    - Job description for the sustainability officer position (text or upload)
- □ Website URL where information about the institution's sustainability coordination is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current sustainability committee composition and practices, office status, and/or officer position status at the time of submission.

Sampling and Data Standards

Not applicable

Standards and Terms

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 should report its best estimates for FTE figures, annualized as feasible and calculated according to relevant national, regional or international standards. IPEDS, for example, 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.

Governing body

Governing body is defined as the highest governing body 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.

Officer

"Officer" is inclusive of coordinators, managers, directors, and the equivalent.

PA 2: Sustainability Planning

4 points available

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 roadmap 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.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include *measurable sustainability objectives* that address one or more of the following:

- Academics - sustainability in curriculum and/or research
- Engagement - student, employee, or community engagement for sustainability
- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)
- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

- *Sustainability plan*
- Campus master plan or physical campus plan
- *Climate action plan*
- Diversity and inclusion plan
- Human resources strategic plan
- Strategic plan or equivalent guiding document

Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-wide *strategic plan* or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability,

sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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 a published plan or plans that include measurable sustainability objectives related to Academics, Engagement, Operations, and Administration. Partial points are available based on the number of categories addressed. For example, a institution with published plans that include measurable objectives related to two of the four categories would earn 1 point (half of the points available for Part 1).

Part 2

An institution earns the maximum of 2 points available for Part 2 of this credit for including the integrated concept of sustainability as a major theme in its highest guiding document. Partial points are awarded for guiding documents that include the integrated concept of sustainability, but not as major theme. An institution with a guiding document that includes sustainability in a less prominent way earns 1 point for Part 2.

Reporting Fields

Required

Part 1

- □ Does the institution have a published plan or plans that include measurable sustainability objectives that address the following?
    - ○ Sustainability in curriculum and/or research

      If yes, provide:
        - ■ A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published
    - ○ Student, employee, or community engagement for sustainability

      If yes, provide:
        - ■ A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published
    - ○ Sustainability in operations

      If yes, provide:
        - ■ A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published
    - ○ Diversity, equity, and inclusion; sustainable investment/finance; or wellbeing

      If yes, provide:

        - A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published

Part 2

- □ Is the integrated concept of sustainability (as opposed to just one aspect of sustainability) included in the institution's highest guiding document (e.g., published, institution-wide strategic plan or the equivalent)?

  If yes:

  - The institution's highest guiding document (upload or website URL)
  - Which of the following best describes the inclusion of sustainability in the highest guiding document?
    - Sustainability is included as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives)
    - Sustainability is included as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability)

Optional

- □ The institution's sustainability plan (upload or URL)
- □ Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g., a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)?

  If yes, provide:

  - The formal statement in support of sustainability
- □ The institution's definition of sustainability (e.g., as included in a published statement or plan)
- □ Is the institution an endorser or signatory of the following?
  - The Earth Charter
  - The Higher Education Sustainability Initiative (HESI)
  - ISCN-GULF Sustainable Campus Charter
  - Pan-Canadian Protocol for Sustainability
  - SDG Accord
  - Second Nature's Carbon Commitment (formerly known as the American College and University Presidents' Climate Commitment), Resilience Commitment, and/or integrated Climate Commitment
  - The Talloires Declaration (TD)
  - UN Global Compact
  - Other multi-dimensional sustainability commitments (please specify below)

  If yes to any of the above, provide:

  - A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above
- □ Website URL where information about the institution's sustainability planning efforts is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission

- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on the institution's published plan(s) at the time of submission. Draft documents are not eligible for this credit.

Sampling and Data Standards

Not applicable

Standards and Terms

Climate action plan
A climate action plan outlines targets and strategies to reduce an institution's greenhouse gas emissions and improve campus resiliency in the face of global climate change.

Governing body
Governing body is defined as the highest governing body 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.

Measurable sustainability objectives
Measurable sustainability objectives are concrete criteria used to assess progress toward the attainment of a sustainability goal or target (e.g. emissions reductions, reductions in resource use or waste, the establishment of new sustainability programs or initiatives, increases in the number of people impacted by sustainability programs and initiatives, and financial savings attributable to sustainability initiatives). In addition to being measurable, such objectives should be specific, achievable, relevant and time-bound (see SMART criteria). Examples include:

- The institution will reduce its greenhouse gas emissions 30 percent by 2025."
- "100 percent of graduates will be able to demonstrate sustainability literacy by 2020 as measured by a standard sustainability literacy survey."
- "By 2020, all students and staff will be required to participate in cultural competence training" or "By 2020, the diversity and inclusion grant program will double the percentage of graduate students from underrepresented groups."
- "In 2018, the institution will roll out a student eco-reps program in all residence halls" or "By 2018, the sustainability committee will adopt a green office certification program."
- "The institution will save in excess of $1 million over the next 10 years due to energy efficiency improvements."

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.

Sustainability plan
A sustainability plan is a published document that outlines how an institution intends to advance its environmental, social, and economic performance. A sustainability plan may focus on targets and strategies to reduce an institution's greenhouse gas emissions or improve campus resiliency in the face of global climate change, or it may be more comprehensive in nature, as long as it includes measurable sustainability objectives.

Credit Example: Inclusion of sustainability in the institution's highest guiding document

A. Sustainability is included as a major theme:

- Institution A's strategic plan includes a chapter dedicated to "Sustainability" that explores in depth the institution's commitment to and plans to pursue sustainability.
- Institution B's strategic plan includes sustainability as one of 16 high-level goals: "Sustainable Campus. Institution B aspires to be a global leader in campus sustainability. We will achieve this objective by…".
- Institution C's strategic plan includes the concept of sustainability as a measurable objective, e.g., "We will measure our progress towards sustainability using metrics derived from STARS and achieve a STARS Platinum rating by 2025."
- Institution D integrates multiple sustainability-focused objectives throughout its strategic plan, e.g.:
  - "We will increase research into, and teaching on, sustainability challenges, and promote the campus as a living laboratory."
  - "We will achieve zero waste by 2030."
  - "With strong leadership and sustainability as a high priority in everything we do, the university will achieve carbon neutrality by 2030."

B. Sustainability is included as a minor theme:

- Institution E's strategic plan mentions the word "sustainability" several times, but does not explore in depth how the institution intends to pursue sustainability, e.g., through a high-level goal or sustainability-focused objectives.
- Institution F's strategic plan includes sustainability as one of the institution's values ("Sustainability, reflected in our shared commitment to preserve and protect our natural resources...), but the plan does not include sustainability as a high-level goal or include sustainability-focused objectives.

- Institution G's strategic plan includes multiple sustainability-related goals and objectives (e.g., related to energy efficiency, biodiversity, and diversity and inclusion), but the plan does not articulate how they relate to the integrated concept of sustainability.

PA 3: Inclusive and Participatory Governance

3 points available

Rationale

This credit recognizes institutions that engage campus and community stakeholders 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 inclusive and 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.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus *stakeholders* can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures).

Part 2. Campus stakeholder representation in governance

Institution's *highest governing body* includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

Part 3. Gender equity in governance

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, “town and gown” committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution’s decision-making processes. The institution’s contributions to and participation in community decision-making processes do not count.

Scoring

Each part is scored independently.

Part 1

An institution earns 0.25 points for each stakeholder group listed up to the maximum of 0.75 points available for Part 1.

Part 2

An institution earns 0.25 points for each stakeholder group listed up to the maximum of 0.75 points available for Part 2.

Part 3

An institution earns the maximum of 0.75 points available for Part 3 when at least 40 percent of the official members of the institution’s highest governing body are women (and/or individuals who do not self-identify as men). Partial points are awarded when at least 20 percent but less than 40 percent of the members of the governing body are women, i.e., an institution with a governing body of which 20-39 percent of the members are women would earn 0.375 (half of the points available for Part 3).

Part 4

An institution earns the maximum of 0.75 points available for Part 4 for hosting or supporting one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them. Partial points are not available for Part 4.

Reporting Fields

Required

Part 1

- □ Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review)?
    - Students (e.g., a student council)
    - Academic staff (e.g., a faculty senate)
    - Non-academic staff (e.g., an employee council)

If yes, to any of the above, provide:

- A brief description of the institution's formal participatory or shared governance bodies

Parts 2 and 3

- □ Total number of individuals on the institution's highest governing body
- □ Number of students representing their peers as official (voting or non-voting) members on the institution's highest governing body
- □ Number of academic staff (i.e., faculty members) representing their peers as official (voting or non-voting) members on the institution's highest governing body
- □ Number of non-academic staff representing their peers as official (voting or non-voting) members on the institution's highest governing body
- □ Number of women (and/or individuals who do not self-identify as men) serving as official (voting or non-voting) members on the institution's highest governing body
- □ The website URL where information about the institution's highest governing body may be found

Part 4

- □ Does the institution host or support one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them?

  If yes, provide:

  - A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them

Optional

- □ Number of people from other underrepresented groups (e.g., national, ethnic, religious, and linguistic minorities) serving as official (voting or non-voting) members on the institution's highest governing body
- □ Website URL where information about the institution's governance structure is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current policies and procedures at the time of submission.

Sampling and Data Standards

Not applicable

Standards and Terms

Highest governing body

An institution's highest governing body is the body with ultimate decision-making authority over the institution (e.g., the power to hire and fire the institution's chief executive). This body might be called the board of trustees, board of governors, board of overseers, board of visitors, or some other nomenclature. For institutions that are part of larger systems, the highest governing body is typically the system-wide board.

Stakeholders

Consistent with the AccountAbility Stakeholder Engagement Standard (AA1000SES), stakeholders 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 organization. Organizations will have many stakeholders, each with distinct types and levels of involvement, and often with diverse and sometimes conflicting interests and concerns.

PA 4: Reporting Assurance

1 point available

Rationale

This credit recognizes institutions that engage in a comprehensive data quality and assurance process before submitting a STARS report. An assured report can provide campus stakeholders with a greater sense of confidence in what is publicly reported, minimize reputational risks associated with inconsistent data quality, and increase the value of sustainability reporting.

Applicability

This credit is applicable to institutions that are submitting a scored report for the first time under a new version of STARS (e.g., 2.2) OR for a higher rating than currently held. An institution that is renewing an existing rating earned under the same version of STARS (e.g., 2.2) may choose to mark this credit as Not Applicable.

Criteria

Institution has completed an *assurance* process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

A. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.
AND/OR
B. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

Minimum requirements

The review and/or audit must be guided by and documented in the STARS Review Template and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:
    a. All required reporting fields, attachments, inventories, and URLs are included;
    b. Reported information meets credit criteria and is consistent with required timeframes;
    AND

c. Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.

2. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.

3. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.

4. The Liaison or other primary contact uploads:
   a. A statement of affirmation from each reviewer, AND
   b. The completed STARS Review Template.

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. **AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors** (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

Scoring

An institution earns the maximum of 1 point available for this credit when it has completed an assurance process that has successfully identified and resolved inconsistencies and errors in its finalized STARS report prior to submitting it to AASHE. Partial points are not available.

Reporting Fields

Required

- □ Has the institution completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria?

  If yes:

  - Did the assurance process include internal review, an external audit, or both?
  - The name, title, and organizational affiliation of each reviewer
  - A brief description of the institution's assurance process
  - Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (upload)
  - Completed STARS Review Template (upload)

Optional

- □ Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (2nd review) (upload)
- □ Completed STARS Review Template (2nd review) (upload)

- □ Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (3rd review) (upload)
- □ Copy of completed STARS Review Template (3rd review) (upload)
- □ Website URL where information about the institution's reporting assurance is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on assurance provided for the information included in the institution's current STARS submission. Assurance provided for previous submissions (e.g., reports that have since been reviewed and/or published by AASHE) does not qualify.

Sampling and Data Standards

Not applicable

Standards and Terms

Assurance

Consistent with the Global Reporting Initiative (GRI), assurance is defined as "the outcome of an independent verification process". An independent verification process involves reviews by individuals affiliated with the institution who have not been directly involved with data collection for the material they review and/or external audits by individuals affiliated with other organizations. One essential outcome of an assurance process is a statement of affirmation indicating "whether the assured information is fairly presented, free of material misstatements and reported in accordance with reporting criteria".

Diversity & Affordability

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

Credit	**Applicable to:**	**Points available**
PA 5: Diversity and Equity Coordination	All institutions.	2
PA 6: Assessing Diversity and Equity	All institutions.	1
PA 7: Support for Underrepresented Groups	All institutions.	3
PA 8: Affordability and Access	All institutions.	4
Total points available →		**10**

Connections to the United Nations Sustainable Development Goals (SDGs)

Goal 1 (End poverty in all its forms everywhere) is addressed by **PA 7: Affordability and Access**. Higher education must be accessible to low-income populations and non-traditional students if it is to help society move toward greater equity.

Goal 4 (Ensure inclusive and quality education for all and promote lifelong learning) is addressed by each of the four credits in this subcategory, which all seek to ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. For example, performance on **PA 6: Support for Underrepresented Groups** can help build diversity and equity within academic disciplines and across higher education broadly by offering support programs to help individuals from underrepresented groups thrive academically and socially.

Performance in this subcategory contributes to Goal 5 (Achieve gender equality and empower all women and girls) and the targets to end all forms of discrimination against all women and girls everywhere, and ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life. An institution that earns credits in this subcategory is more likely to be able to identify and effectively address issues of gender equity.

PA 7: Affordability and Access addresses Goal 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all) by recognizing institutions that are implementing strategies to improve their accessibility and affordability, thereby helping prepare students of all socioeconomic statuses for decent work.

Performance in this subcategory also contributes directly to Goal 10 (Reduce inequality within and among countries). For example, **PA 5: Assessing Diversity and Equity** recognizes institutions that identify areas for improvement in terms of student and employee equity and **PA 7: Affordability and Access** recognizes institutions that are making higher education more accessible and affordable to low-income populations.

PA 5: Diversity and Equity Coordination

2 points available

Rationale

This credit recognizes institutions with active committees, offices, or officers charged by the administration or governing body to coordinate diversity, equity, inclusion, and human rights work on campus. Diversity and equity coordination increases the ability of an institution to more effectively address these issues.

Applicability

This credit applies to all institutions.

Criteria

Part 1

Institution has a *diversity and equity* committee, office and/or *officer* (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes *cultural competence*, *anti-oppression*, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

Scoring

Each part is scored independently.

Part 1

An institution earns 1 point in Part 1 of this credit for having a committee, office, or officer that meets the criteria outlined above and focuses on both students and employees diversity. Partial points are not 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

An institution earns the maximum of 1 point available for Part 2 when all members of the campus community have participated in cultural competence, anti-oppression, anti-racism and./or social inclusion trainings and activities. Partial points are available based on the extent to which students, academic staff, and non-academic staff participate in such trainings, as follows:

Group	Estimated proportion of each group that has participated in cultural competence, anti-oppression, anti-racism and/or social inclusion trainings and activities (points available)	Points earned for Part 2
Students	All (0.33), Most (0.22), or Some (0.11)	
Academic staff	All (0.33), Most (0.22), or Some (0.11)	
Non-academic staff	All (0.33), Most (0.22), or Some (0.11)	
Total points earned →		**Up to 1**

Reporting Fields

Required

- □ Does the institution have a diversity and equity committee, office, and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?

  If yes:

  - Does the committee, office and/or officer focus on students, employees, or both?
  - A brief description of the diversity and equity committee, office and/or officer, including purview and activities

- □ Estimated proportion of each of the following groups that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities [All (e.g., training is mandatory), Most (i.e., more than 50%), Some (fewer than 50%), or None]
  - Students
  - Academic staff (i.e., faculty members)
  - Non-academic staff

  If trainings are made available, provide:
  - A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities

Optional

- □ Website URL where information about the institution's diversity and equity office or trainings is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Part 1

Report on current diversity and equity committee composition and practices, office status, and/or officer position status at the time of submission.

Part 2

Report on trainings and activities offered and participation status at the time of submission.

Sampling and Data Standards

Not applicable

Standards and Terms

Anti-oppression
Consistent with the Lesley University's Anti-Oppression Guide, anti-oppression is defined as:

> ... the strategies, theories, actions and practices that actively challenge systems of oppression on an ongoing basis in one's daily life and in social justice/change work. Anti-oppression work seeks to recognize the oppression that exists in our society and attempts to mitigate its effects and eventually equalize the power imbalance in our communities. Oppression operates at different levels (from individual to institutional to cultural) and so anti-oppression must as well.
>
> Though they go hand in hand, anti-oppression is not the same as diversity & inclusion. Diversity & Inclusion have to do with the acknowledgment, valuing, and celebration of difference, whereas Anti-Oppression challenges the systemic biases that devalue and marginalize difference. Diversity & Inclusion and Anti-Oppression are two sides of the same coin - one doesn't work without the other - but they are not interchangeable.

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. Cultural competence training helps participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations.

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.

Employees

Employees are defined as personnel paid by the institution and include full-time and part-time workers (as defined by the institution), and both academic staff (i.e., "faculty members") and non-academic staff.

Officer

"Officer" is inclusive of coordinators, managers, directors, and the equivalent.

PA 6: Assessing Diversity and Equity

1 point available

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 engage in a structured assessment process to identify strengths and areas for improvement in terms of campus climate, student diversity and equity, and employee diversity and equity.

Applicability

This credit applies to all institutions.

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The *structured diversity and equity assessmen*t process addresses:

- *Campus climate* by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of *underrepresented groups*;
- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR
- Employee outcomes related to *diversity and equity* (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

Scoring

An institution earns the maximum of 1 point available for this credit by engaging in a structured assessment process that addresses campus climate, student outcomes, and employee outcomes, and by publicly posting the results of the assessment. Partial points are available based on whether the assessment addresses campus climate, student outcomes, and/or employee outcomes, and whether the results are shared with the entire campus community and/or made publicly available, as outlined in the following table:

Assessment Attribute	Points earned
Addresses campus climate	0.25
Addresses student outcomes related to diversity, equity and success	0.25
Addresses employee outcomes related to diversity and equity	0.25
Results are shared with the campus community	0.125
Results (or a summary of the results) are publicly posted	0.125
Total points earned →	**Up to 1**

Reporting Fields

Required

- □ Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?

  If yes, provide:

  - A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used
  - Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?
  - Does the assessment process address student outcomes related to diversity, equity and success (e.g., graduation/success and retention rates for underrepresented groups)?
  - Does the assessment process address employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups)?
  - A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives
  - Are the results of the most recent structured diversity and equity assessment shared with the campus community?

    If yes, provide:

    - A brief description of how the assessment results are shared with the campus community
  - Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?

    If yes, provide:

    - The diversity and equity assessment report or summary and/or the website URL where the report or summary is publicly posted (upload or URL)

Optional

- □ Website URL where information about the institution's diversity and equity assessment efforts is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on the most recent assessment(s) conducted or updated within the three years prior to the anticipated date of submission.

Sampling and Data Standards

Diversity and equity may be assessed using representative samples.

Standards and Terms

Campus climate
Consistent with the University of California, Berkeley, campus climate is defined as "the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential."

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.

Structured diversity and equity assessment
Examples of structured diversity and equity assessment frameworks, scorecards, and tools include:

- Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning (Association of American Colleges and Universities)
- Diverse Learning Environments (DLE) Survey (Higher Education Research Institute)
- Diversity and Equity Assessment Planning (DEAP) Tool (Queen's University)
- The Equity Scorecard (Center for Urban Education)

- The Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education (NERCHE)

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.

PA 7: Support for Underrepresented Groups

3 points available

Rationale

This credit recognizes institutions that have programs in place to support underrepresented groups and foster a more diverse and inclusive campus community. 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 and across higher education broadly by offering support programs to help individuals in underrepresented groups thrive academically and socially.

Applicability

This credit applies to all institutions.

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

A. A publicly posted non-discrimination statement.

B. A *discrimination response* protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.

C. Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from *underrepresented groups*.

D. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.

E. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as *pipeline programs*). 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.)
   - 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 academics.
   - Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.

Scoring

An institution earns the maximum of 3 points available for this credit for having all of the policies, programs and/or initiatives outlined above. Partial points are available as follows:

Criteria	Points available	Points earned
A. A publicly posted non-discrimination statement.	0.25	
B. A discrimination response protocol or committee.	0.75	
C. Programs specifically designed to recruit students, academic staff, and/or non-academic staff from underrepresented groups.	Students: 0.083 points Academic staff: 0.083 points Non-academic staff: 0.083 points	
D. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.	Students: 0.25 points Academic staff: 0.25 points Non-academic staff: 0.25 points	
E. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members.	1	
Total points earned →		**Up to 3**

Reporting Fields

Required

- □ Does the institution have a publicly posted non-discrimination statement?

  *I*f yes, provide:

  - The non-discrimination statement, including the website URL where the statement is publicly accessible

- □ Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?

  If yes, provide:

  - A brief description of the institution's discrimination response protocol or team (Include examples of actions taken during the previous three years.)

- □ Does the institution have programs specifically designed to recruit students from underrepresented groups?

- □ Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?
- □ Does the institution have programs specifically designed to recruit non-academic staff from underrepresented groups?

  If yes to any of the above, provide:

  - A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups
- □ Does the institution have mentoring, counseling, peer support, academic support, or other programs designed specifically to support students from underrepresented groups on campus?
- □ Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?
- □ Does the institution have mentoring, counseling, peer support or other programs designed specifically to support non-academic staff from underrepresented groups on campus?

  If yes to any of the above, provide:

  - A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups
- □ Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs)?

  If yes, provide:

  - A brief description of the institution's programs to support and prepare students from underrepresented groups for academic careers as faculty members

Optional

- □ Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?
- □ Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?
- □ Website URL where information about the institution's support for underrepresented groups is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current program offerings and status at the time of submission.

Sampling and Data Standards

Not applicable

Standards and Terms

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 nonverbal 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, socioeconomic 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.

Pipeline programs
Pipeline programs are programs that specifically aim to support and prepare students from underrepresented groups for academic careers. Examples in a North American context include:

- Consortium for Faculty Diversity at Liberal Arts Colleges
- The PhD project
- The CUNY Pipeline Program
- Mellon Mays Undergraduate Fellowship program
- Ronald E. McNair Post-baccalaureate Achievement Program

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.

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.

PA 8: Affordability and Access

4 points available

Rationale

This credit recognizes institutions that are affordable to low-income students. Achieving a post-secondary 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.

Applicability

This credit applies to all institutions.

Criteria

Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

A. Percentage of need met, on average, for students who were awarded any need-based aid
B. Percentage of students graduating without student loan debt
C. Percentage of entering students that are *low-income*
D. *Graduation/success rate* for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

Scoring

An institution earns the maximum of 4 points available for this credit based on its combined performance on the indicators listed. For example, an institution that reports 100 percent for three of the four indicators would earn all 4 points for this credit. Likewise, an institution that reports 75 percent or more for all four indicators would earn 4 points. Incremental points are available; for example, an institution that reports 50 percent for 3 of the four indicators would earn 2 points (half of the points available for the credit). Points are earned according to the following table:

Indicator	**Percentage (0-100)**		**Factor**		**Points earned**
A. Percentage of need met, on average, for students who were awarded any need-based aid	_____	×	0.0133	=	
B. Percentage of students graduating without student loan debt	_____				
C. Percentage of entering students that are low-income	_____				

D. Graduation/success rate for low-income students	_____				
Total points earned →					**Up to 4**

Reporting Fields

Required

- □ Provide at least one of the following figures (0-100):
    - Percentage of need met, on average, for students who were awarded any need-based aid
    - Percentage of students graduating without student loan debt
    - Percentage of entering students that are low-income
    - Graduation/success rate for low-income students

Optional

- □ A brief description of notable policies or programs to make the institution accessible and affordable to low-income students
- □ A brief description of notable policies or programs to support non-traditional students
- □ Estimated 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)
- □ Website URL where information about the institution's accessibility and affordability initiatives is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report the most recent data available from within the three years prior to the anticipated date of submission.

Sampling and Data Standards

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.

Indicator A

An institution 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 any aid awarded in excess of need, as well as any resources awarded to replace expected family contribution (e.g., unsubsidized loans and private loans).

U.S. institutions may provide the value of item H2 as reported to the U.S. Common Data Set (CDS) initiative. An institution that does not assess student need as a matter of standard practice may report the percentage of total cost met, on average, for low-income students.

Indicator B

Students that graduate without student loan debt may be defined as students for whom 100 percent of total cost, demonstrated financial need (in excess of expected family contribution), or the equivalent is met without resort to student loans. Private loans taken out to replace expected family contribution are excluded, i.e. not counted as student loans.

Indicator C

Low-income students may be identified by student grant eligibility criteria, family income thresholds, or the equivalent (see Standards and Terms).

Indicator D

An institution may report the graduation rate, success rate, or combined graduation/success rate for low-income students, as appropriate to its particular context and the types of programs offered.

Standards and Terms

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 a higher tier 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 a Baccalaureate institution within 3 years are counted as successes.

An institution may report the graduation rate, success rate, or combined graduation/success rate, as appropriate to its particular context and the types of programs offered.

Low-income students

Low-income students may be identified by student grant eligibility criteria, family income thresholds, or the equivalent. For example:

- In the U.S., low income students are defined as those students who are receiving Pell Grant funds (as reported in the IPEDS Student Financial Aid component) AND/OR meet Pell Grant eligibility criteria, i.e. students whose estimated family contribution (EFC) does not exceed the maximum allowed for Pell Grant eligibility.

- In Canada, low income students are defined as those students who are receiving a Full-Time or Part-Time Student Grant OR meet the eligibility criteria for a national or provincial assistance program based on financial need.

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
- Students with dependents other than a spouse or partner
- Single parents
- Students 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

Investment & Finance

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.

Credit	**Applicable to:**	**Points available**
PA 9: Committee on Investor Responsibility	Institutions with endowments of $1 million (US/Canadian) or larger.	2
PA 10: Sustainable Investment	Institutions with endowments of $1 million (US/Canadian) or larger.	3 - 5
PA 11: Investment Disclosure	Institutions that have an investment pool.	1
Total points available (if all credits are applicable) →		**6 - 8**

Connections to the United Nations Sustainable Development Goals (SDGs)

Performance on **PA 9: Sustainable Investment** contributes to Goal 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all), which includes targets to promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, as well as to decouple economic growth from environmental degradation. More specifically, this credit recognizes institutions that use their investment power to support socially and environmentally responsible practices and the development of sustainable products and services.

Performance in this subcategory contributes to Goal 16 (Promote just, peaceful and inclusive societies). For example, establishing a multi-stakeholder **Committee on Investor Responsibility (PA-8)** is consistent with the sustainability principle of shared governance and **PA 10: Investment Disclosure** recognizes institutions that regularly make their investment holdings publicly available, which acts as an important accountability mechanism.

Additional SDGs may also be addressed, depending on the institution's specific investment and engagement efforts, as reported in **PA 9: Sustainable Investment**. For example, investments in the renewable energy sector support Goal 7 (Ensure access to affordable, reliable, sustainable and modern energy for all) and a negative screen for tobacco companies supports Goal 3 (Ensure healthy lives and promote well-being for all at all ages.)

PA 9: Committee on Investor Responsibility

2 points available

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, employees, and alumni. In addition, a multi-stakeholder CIR is consistent with the sustainability principle of shared governance.

Applicability

This credit applies to institutions with *endowments* of $1 million (US/Canadian) or larger. Institutions with endowments totaling less than $1 million may choose to mark this credit as Not Applicable.

Criteria

Institution has a formally established and active *committee on investor responsibility* (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also 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 a regular part of its agenda.

This credit recognizes committees that that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

Scoring

An institution earns the maximum of 2 points available for this credit for having a CIR or equivalent body that has multi-stakeholder representation (including academic staff, non-academic staff, and students) and otherwise meets the criteria outlined above. Partial points are available for institutions that have a CIR that otherwise meets the criteria, but does not include all stakeholders, as follows:

Institution has a formally established and active CIR that includes representatives of the following stakeholder groups:	Points available	Points earned
Academic staff	0.5	
Non-academic staff	0.5	
Students	1	
Total points earned →		**Up to 2**

Reporting Fields

Required

- □ Does the institution have a formally established and active committee on investor responsibility (CIR) or equivalent body?

  If yes, provide:

  - 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
  - Does the CIR include academic staff representation?
  - Does the CIR include non-academic staff representation?
  - Does the CIR include student representation?
  - Members of the CIR, including affiliations and role (e.g., student, academic staff, non-academic staff, alumni)
  - Examples of CIR actions during the previous three years

Optional

- □ Website URL where information about the institution's committee on investor responsibility is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current committee composition and practices at the time of submission.

Sampling and Data Standards

Not applicable

Standards and Terms

Committee on investor responsibility

Consistent with the Responsible Endowments Coalition, a Committee on Investor Responsibility (CIR) is defined in its most basic form as "a committee created by an institution or other investor to ensure that the social and environmental aspects of the institution's investments are aligned with its mission and goals—both financial and otherwise".

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."

PA 10: Sustainable Investment

3-5 points available

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.

Applicability

This credit applies to institutions with *endowments* of $1 million (US/Canadian) or larger. Institutions with endowments totaling less than $1 million may choose to mark this credit as Not Applicable.

Criteria

Part 1. Positive sustainability investment

Institution invests in one or more of the following:

- Sustainable industries (e.g., renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g., a manufacturer of wind turbines).

- Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.

- Sustainability investment funds (e.g., a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.

- *Community development financial institutions* (CDFIs) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).

- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e., one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count in Part 1.

- Green revolving loan funds that are funded from the endowment.

Part 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 during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.
- 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.
- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with *negative screens*, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).
- 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.

Scoring

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Total value of the investment pool (US/Canadian dollars)	Total points available for the credit
$1 billion or more	5
$500 - 999 million	4
Less than $500 million	3

An institution earns the maximum points available for this credit by investing 60 percent or more of its investment pool in one or more of ways listed in Part 1 OR by investing at least 30 percent of its investment pool sustainably and meeting all of the investor engagement criteria listed in Part 2. Incremental points are available for Part 1 and partial points are available for Part 2. Each part is scored as follows:

Part 1

An institution earns the maximum points available for Part 1 by investing 60 percent or more 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, as follows:

$$\text{Points earned in Part 1} = (1.67 \times A) \times (B / C)$$

A = Total points available for this credit (see above)
B = Value of positive sustainability investments
C = Total value of the investment pool

For example, an institution that invested 30 percent of its investment pool sustainably would earn half of the points available in Part 1.

Part 2

An institution earns the maximum points available for Part 2 for engaging in all of the activities outlined in the criteria. Partial points are available. Points awarded according to the following formula:

$$\text{Points earned in Part 2} = (0.5 \times A) \times (B / 6)$$

A = Total points available for this credit (see above)
B = Number of criteria met

Reporting Fields

Required

Part 1

- □ Total value of the *investment pool* (US/Canadian dollars)
- □ Value of holdings in each of the following categories (US/Canadian dollars):
    - 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 (including funds that invest primarily in CDFIs or the equivalent)
    - Socially responsible mutual funds with *positive screens* or the equivalent
    - Green revolving funds funded from the endowment

  If any of the above is greater than zero, provide:
    - 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.)

Part 2

- □ Does the institution have a publicly available sustainable investment policy?

If yes, provide:

- A copy of the sustainable investment policy (text or PDF upload)

□ Does the institution use its sustainable investment policy to select and guide investment managers?

If yes, provide:

- A brief description of how the sustainable investment policy is applied, including recent examples

□ Has the institution 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?

If yes, provide:

- 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)

□ Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?

If yes, provide:

- Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years

□ Does the institution participate in a public divestment effort and/or have a publicly available investment policy with negative screens?

If yes, provide:

- A brief description of the divestment effort or negative screens and how they have been implemented
- Approximate percentage of endowment that the divestment effort and/or negative screens apply to (0-100)

□ Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?

If yes, provide:

- A brief description of the investor networks and/or collaborations

Optional

□ Website URL where information about the institution's sustainable investment efforts is available

□ Additional documentation to support the submission (upload)

□ Data source(s) and notes about the submission

□ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current policies and actions taken within the three years prior to the anticipated date of submission.

Sampling and Data Standards

Part 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”.

Part 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.

Standards and Terms

Community development financial institution
Consistent with the Responsible Endowments Coalition, a Community Development Financial Institution (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.

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.”

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.

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:
>
> - Tobacco companies
> - Alcohol companies
> - Gambling companies
> - Weapons manufacturers
> - Nuclear power companies

- Resource extractors (coal, oil and gas)
- 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.

Positive screens
A positively screened fund is one in which managers proactively select businesses based on exemplary social and/or environmental performance.

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.

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 non-binding referendum on a specific issue within a firm.

Scoring Example: Sustainable Investment

Model College's investment pool totals $100 million, making 3 points available for the credit.

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.

Part 1. Positive sustainability investment

A = Total points available for this credit (3)
B = Value of positive sustainability investments ($20 million)
C = Total value of the investment pool ($100 million)

Points earned in Part 1 = (1.67 × A) × (B / C)
= (1.67 × 3) × (20,000,000 / 100,000,000)
= 5.01 × 0.2
= 1 point

Part 2. Investor engagement

A = Total points available for this credit (3)
B = Number of criteria met (3)

Points earned in Part 2 = (0.5 × A) × (B / 6)
= (0.5 × 3) × (3 / 6)
= 1.5 × 0.5
= 0.75 points

Total points earned for this credit = 1 + 0.75
= 1.75 out of 3

PA 11: Investment Disclosure

1 point available

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.

Applicability

This credit applies to all institutions that have an *investment pool*.

Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include *proxy voting* records (if applicable).

Scoring

An institution earns 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 and the level of detail disclosed. For example, an institution that made a snapshot of 50 percent of its total investment pool publicly available, including the amount invested in each fund or company, would earn 0.5 points (half of the points available for this credit).

Points earned for this credit are calculated automatically in the STARS Reporting Tool as follows:

Level of detail disclosed	**Factor**		**Percentage of the total investment pool included in the public snapshot at each level of detail (0-100)**		**Points earned**
Specific funds/companies and proxy voting record (if applicable)	0.01	×	_____	=	
Specific funds/companies, but not proxy voting record	0.0075	×	_____	=	
Investment managers and/or basic portfolio composition (i.e., asset classes), but not specific funds or companies	0	×	_____	=	
Total points earned →					**Up to 1**

Reporting Fields

Required

- □ Does the institution make a snapshot of its investment holdings available to the public?

  If yes, provide:

  - A copy of the investment holdings snapshot (upload) or the website URL where the holdings snapshot is publicly available
- □ Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail (0-100):
    - Specific funds and/or companies
    - Investment managers and/or basic portfolio composition (i.e., asset classes), but not specific funds or companies
  - Does the institution engage in proxy voting?

    If yes:

    - Are proxy voting records included in the snapshot of investment holdings?

Optional

- □ Website URL where information about the institution's investment pool is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current practices and holdings, i.e. the most recent snapshot available from within the three years prior to the anticipated date of submission.

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".

Standards and Terms

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.

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.

Scoring Example: Investment Disclosure

Example University's investment pool totals $500 million. $375 million (75 percent) is managed by the university and $125 million (25 percent) by a separate foundation. The institution publicly discloses the investment funds managed by the university and the investment managers used by the foundation. The University engages in proxy voting, but does not disclose its proxy voting records.

Level of detail disclosed	**Factor**		**Percentage of the total investment pool included in the public snapshot at each level of detail (0-100)**		**Points earned**
Specific funds/companies and proxy voting record (if applicable)	0.01	×	0	=	0
Specific funds/companies, but not proxy voting record	0.0075	×	75	=	0.5625
Investment managers and/or basic portfolio composition (i.e., asset classes), but not specific funds or companies	0	×	25	=	0
Total points earned →					**0.56**

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 offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	**Applicable to:**	**Points available**
PA 12: Employee Compensation	All institutions.	3
PA 13: Assessing Employee Satisfaction	All institutions.	1
PA 14: Wellness Programs	All institutions.	1
PA 15: Workplace Health and Safety	All institutions.	2
Total points available →		**7**

Connections to the United Nations Sustainable Development Goals (SDGs)

PA 11: Employee Compensation contributes to Goal 1 (End poverty in all its forms everywhere) by recognizing institutions that ensure that their lowest paid workers earn a living wage. Poverty, or the inability of current generations to meet their needs, is a sustainability challenge even in highly developed countries. Performance on this credit directly addresses Target 1.2 to reduce the proportion of men, women and children of all ages living in poverty in all its dimensions.

Performance in this subcategory contributes to Goal 3 (Ensure healthy lives and promote well-being for all at all ages) by recognizing institutions that support the wellbeing of their employees and students and ensure the health and safety of their employees.

Goal 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all) is addressed by several credits within this subcategory. For example, by providing employees wages and benefits that meet basic needs, as measured by **PA 11: Employee Compensation**, an institution can enfranchise its entire workforce so that each individual can contribute positively and productively to the community. In addition, **PA 12: Assessing Employee Satisfaction** recognizes institutions that regularly evaluate employee satisfaction and engagement to identify areas for improvement.

PA 12: Employee Compensation

3 points available

Rationale

This credit recognizes institutions that ensure that their lowest paid workers earn a living wage. Poverty, or the inability of current generations to meet their needs, is a sustainability challenge even in highly developed countries. By providing employees with wages and benefits that are sufficient to meet basic needs, a university or college and its contractors can enfranchise the entire campus workforce so that each individual can contribute positively and productively to the community.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Living wage for employees

More than 75 percent of the institution's *employees* receive a *living wage* (benefits excluded).

Include all employees (full-time, part-time, and temporary) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

Part 2. Living wage for employees of contractors

Institution is able to verify that more than 75 percent of the employees of any *significant contractors* that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

Part 3. Minimum total compensation for employees

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the Living Wage Calculator hosted by the Massachusetts Institute of Technology to look up the living wage for "2 Adults, 2 Children" (which assumes both adults are working) for the community in which the main campus is located.
- A Canadian institution must use Living Wage Canada's standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax Low Income Cut-Off (LICO) for a family of four (expressed as an hourly wage),
- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local *poverty indicator* for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see Measurement.

Scoring

Each part is scored independently. The number of points available for each part of this credit varies based on whether or not the institution has significant contractors with employees that work on-site as part of regular and ongoing campus operations, as follows:

Part of the credit	Points available for institutions without significant on-site contractors	Points available for institutions with significant on-site contractors
Part 1	1.5	0.75
Part 2	n/a	0.75
Part 3	1.5	1.5
Total points available	**3**	**3**

Part 1

An institution earns the maximum points available for Part 1 of this credit when 100 percent of its employees receive a living wage. Incremental points are available based on the percentage of all employees that receive a living wage (between 75 and 100 percent). For example, an institution that provides 87.5 percent of all employees with a living wage would earn half of the points available for Part 1.

Points earned for Part 1 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 Reporting Fields is entered in the online Reporting Tool.

$$\text{Points Earned} = A \times [(B - 75) / 25]$$

A = Points available for Part 1 (1.5 or 0.75; see above)
B = Percentage of all employees that earn a living wage (0-100)

Part 2

An institution that has significant contractors with employees that work on-site as part of regular and ongoing campus operations earns the maximum of 0.75 points available for Part 2 of this credit when it is able to verify that 100 percent of the employees of those contractors receive a living wage (or are covered by collective bargaining agreements). Incremental points are available based on the percentage of employees of contractors that meet the criteria (between 75 and 100 percent). For example, an institution for which 87.5 percent of employees of contractors are provided with a living wage would earn 0.375 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 Reporting Fields is entered in the online Reporting Tool.

$$\text{Points Earned} = 0.75 \times [(A - 75) / 25]$$

A = Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (0-100)

Part 3

An institution earns the maximum of 1.5 points available for Part 3 of this credit when the total compensation provided to its lowest paid regular employee or pay grade meets or exceeds 150 percent of the living wage. Partial points are available as follows:

The total compensation provided to the institution's lowest paid regular employee or pay grade meets or exceeds:	**Points earned**
150 percent of the living wage	1.5
125 percent of the living wage	1.0
The local living wage	0.5

Reporting Fields

Required

Part 1

- □ The local living wage (based on a family of four and expressed as an hourly wage) (US/Canadian dollars)
- □ Percentage of employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded) (0-100)

Part 2

- □ Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?

  If yes:

  - A list or brief description of significant on-site contractors
  - Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts) (0-100)

Part 3

- □ Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds what percentage of the living wage?
  - 150 percent
  - 125 percent
  - 100 percent
  - None of the above (i.e., the lowest paid regular employee or pay grade earns less than the living wage)
- □ A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade, including any benefits included as part of the total compensation figure

Optional

- □ Has the institution made a formal commitment to pay a living wage?

  If yes, provide:

  - A copy or brief description of the institution's written policy stating its commitment to a living wage
- □ Website URL where information about employee compensation is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current compensation status and offerings from within the three years prior to the anticipated date of submission, 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

For this credit, employee wages and salaries must be converted into hourly figures. Hourly compensation for adjunct faculty and other employees working on a contract basis must include all hours that are necessary to perform the employee's duties, such as class preparation and grading time. Consistent with U.S. Internal Revenue Service guidelines, adjunct faculty members should be credited a minimum of 2.25

hours of service per week for each hour of teaching or classroom time in that week. Otherwise, an institution may convert salary data to hourly figures based on the standard work week and year used for waged workers.

Institutions with satellite campuses should use the main campus location to determine the local living wage, if available, or else a state/provincial/regional living wage.

Institutions located outside the U.S. and Canada should use a living wage calculator or standard that is appropriate for the institution's locality. This might be a public ordinance, a standard adopted by a campaign or NGO (e.g., Living Wage Ireland or the UK Living Wage Foundation), or a standard that has been created using a methodology consistent with that adopted by the Global Living Wage Coalition.

In the absence of an appropriate calculator or existing standard, an institution may define the local living wage as the local poverty indicator for a family of four (expressed as an hourly wage).

If wage data is not available for employees of contractors, an institution may report on collective bargaining status (as outlined in the *Criteria*) or estimate conservatively by assuming that workers receive the local, legal minimum wage.

Standards and Terms

Employees
Employees are defined as personnel paid by the institution and include full-time and part-time workers (as defined by the institution), and both academic staff (i.e., "faculty members") and non-academic staff.

Living wage
Consistent with the Global Living Wage Coalition, a living wage is defined as:

> ...the remuneration received for a standard workweek by a worker in a particular place sufficient to afford a decent standard of living for the worker and her or his family. Elements of a decent standard of living include food, water, housing, education, health care, transport, clothing, and other essential needs including provision for unexpected events.

Living Wage Calculator
The Living Wage Calculator is a tool produced by Dr. Amy K. Glasmeier and the Massachusetts Institute of Technology. The calculator is designed to provide a minimum estimate of the cost of living for low wage families in the United States. Calculator results assume a standard full-time work-year of 2,080 hours (52, 40 hour work weeks).

Living Wage Canada
Living Wage Canada is a site/portal to facilitate learning and information sharing among Canadian communities to help build a national living wage movement. The website includes details about the Canadian Living Wage Framework which provides a consistent living wage definition, calculation methodology, and strategy for recognizing corporate and community leadership who commit to pass a living wage policy.

Low Income Cut-Off
Low Income Cut-Offs (LICOs) are Canadian income thresholds below which a family will likely devote a larger share of its income on the necessities of food, shelter and clothing than the average family. LICOs

may be found in tables included in the Low Income Lines publications available on the Statistics Canada website.

Poverty indicator
An official threshold or guideline used to determine poverty level and/or eligibility for public benefits to meet basic needs. See, for example, the European Union at-risk-of-poverty thresholds for a family of two adults and two children.

Significant contractor
Consistent with the Just Employment Policy, significant contractors are defined as contractors that have one or more agreements with the institution "with both an aggregate value greater than $50,000 [US/Canadian] per year and an aggregate duration longer than one month".

Total compensation
Total compensation refers to the total value of wages and institution-funded benefits that address basic needs (e.g., food, housing, transportation, healthcare, childcare, and/or retirement).

PA 13: Assessing Employee Satisfaction

1 point available

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.

Applicability

This credit applies to all institutions.

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.

Scoring

An institution earns 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 non-academic staff (who compose two-thirds of all employees), but does not assess academic staff (who compose one-third of employees) would earn 0.67 points (two-thirds of the points available for this credit).

Reporting Fields

Required

- □ Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?

  If yes, provide:

  - Percentage of employees assessed, directly or by representative sample (0-100)
  - A brief description of the institution's methodology for evaluating employee satisfaction and engagement, including assessment timeframes

- A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (Include examples from the previous three years.)

Optional

- □ Website URL where information about the employee satisfaction and engagement evaluation is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report current policies and practices and on the most recent employee satisfaction and engagement evaluation conducted within the three years prior to the anticipated date of submission.

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., academic staff, supervisory staff, and non-supervisory staff).

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 report 100 percent of employees assessed. Likewise, an institution that conducts an assessment with a sample that is representative of 50 percent of its total employee population would report 50 percent of employees assessed

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 report 60 percent of employees assessed

Standards and Terms

Employees
Employees are defined as personnel paid by the institution and include full-time and part-time workers (as defined by the institution), and both academic staff (i.e., “faculty members”) and non-academic staff.

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.

PA 14: Wellness Programs

1 point available

Rationale

This credit recognizes institutions that support the health and wellbeing of their employees and students. Providing wellness programs and smoke-free environments can enhance the health and wellbeing of the entire campus community.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Wellness program

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases and either:

A. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR
B. Prohibits smoking and tobacco use across the entire campus.

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.

Scoring

Each part is scored independently.

Part 1

An institution earns the maximum of 0.5 points available for Part 1 of 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 academic and non-academic staff, but not to students, would earn 0.33 points (two-thirds of the points available for Part 1).

Part 2

An institution earns the maximum of 0.5 points available for Part 2 by prohibiting smoking and tobacco use across the entire campus. Partial points are available for prohibiting smoking indoors and restricting outdoor smoking. An institution that prohibits smoking indoors and restricts outdoor smoking earns 0.25 points (half of the points available for Part 2).

Reporting Fields

Required

Part 1

- □ Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all members of the following groups?
    - Students
    - Academic staff (i.e., faculty members)
    - Non-academic staff

  If yes to any of the above, provide:
    - A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above

Part 2

- □ Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?
- □ Does the institution restrict outdoor smoking (e.g., by designating smoking areas or smoke-free spaces)?
- □ Does the institution prohibit smoking and tobacco use across the entire campus?

  If yes to any of the above, provide:
    - The institution's smoke-free policy (upload or website URL)

Optional

- □ Website URL where information about the institution's wellness programs is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report on current program status and offerings at the time of submission.

Sampling and Data Standards

Not applicable

Standards and Terms

Not applicable

PA 15: Workplace Health and Safety

2 points available

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.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Health and safety management system

Institution has an *occupational health and safety management system* (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

Part 2. Incidents per FTE employee

Institution has less than four annual *recordable incidents* of *work-related injury or ill health* per 100 *full-time equivalent* (FTE) employees.

Scoring

Each part is scored independently.

Part 1

An institution earns the maximum of 0.5 points available for Part 1 for having an occupational health and safety management system that uses a nationally or internationally recognized standard or guideline. Partial points are available for institutions that have custom systems that do not use recognized standards or guidelines. An institution with such a system earns 0.25 points (half of the points available for Part 1).

Part 2

An institution earns the maximum of 1.5 points available for Part 2 for having zero recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees. Incremental points are awarded based on the institution's performance between four incidents per 100 FTE employees and the target of zero incidents. For example, an institution with two incidents per 100 FTE employees would earn 0.75 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 Reporting Fields is entered in the online Reporting Tool.

$$\text{Points earned} = 1.5 \times \{ [0.04 - (A / (B + C))] / 0.04 \}$$

A = Annual number of recordable incidents of work-related injury or ill health
B = Full-time equivalent of employees, performance year
C = Full-time equivalent of workers who are not employees but whose work and/or workplace is controlled by the institution, performance year (optional)

Reporting Fields

Required

Part 1

- □ Does the institution have an occupational health and safety management system (OHSMS)?
  If yes:
  - Does the system use a nationally or internationally recognized standard or guideline?
    If yes, provide:
    - The nationally or internationally recognized OHSMS standard or guideline used (e.g., ISO 45001 or OHSAS 18001)

    If no, provide:
    - A brief description of the key components of the custom OHSMS

Part 2

- □ Annual number of recordable incidents of work-related injury or ill health
- □ Full-time equivalent of employees, performance year

  If the institution wishes to report on other on-site workers, provide:
  - Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution, performance year
- □ A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health

Optional

- □ Website URL where information about the occupational health and safety program is available
- □ Additional documentation to support the submission (upload)
- □ Data source(s) and notes about the submission
- □ Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

Measurement

Timeframe

Report the most recent data available from within 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 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 incidents performance period).

Sampling and Data Standards

An institution may use any methodology to track and calculate the number of recordable incidents of work-related injury or ill health that is consistent with the definitions provided in *Standards and Terms*. See, for example, the International Labour Organisation (ILO) code of practice on Recording and notification of occupational accidents and diseases and the U.S. Occupational Safety and Health Administration (OSHA) Recording and Reporting Occupational Injuries and Illness.

As a best practice, an institution should include all workers (including employees of contractors and self-employed persons) whose work and/or workplace is controlled by the institution, i.e., workers for whom the institution has control over the physical aspects of the workplace (e.g., access to the workplace), and/or the type of activities that can be performed in the workplace.

Standards and Terms

Employees
Employees are defined as personnel paid by the institution and include full-time and part-time workers (as defined by the institution), and both academic staff (i.e., "faculty members") and non-academic staff.

Full-time equivalent
Consistent with Eurostat, 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 should report its best estimates for FTE figures, annualized as feasible and calculated according to relevant national, regional or international standards. IPEDS, for example, 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.

Occupational health and safety management system
An Occupational Health and Safety Management System (OHSMS) is a coordinated and systematic approach to managing health and safety risks. The intent of an OHSMS is to prevent work-related injuries and illnesses and provide safe and healthy workplaces. An effective OHSMS:

- Is based on a Plan-Do-Check-Act (PDCA) cycle,
- Includes health and safety programs to identify and control hazards, prevent injuries and diseases, and promote a positive health and safety culture,
- Includes mechanisms to engage workers to help monitor, collect feedback, and advise on health and safety programs (e.g., joint worker-management health and safety committees), and
- Includes regular auditing for conformance to external standards or guidelines.

Examples of internationally recognized standards include:

- OHSAS 18001 Occupational Health and Safety Management standard
- ISO 45001 Occupational health and safety management systems standard
- ILO Guidelines on Occupational Safety and Health Management Systems

Examples of national guidelines include:

- U.S. Occupational Safety and Health Administration (OSHA) Voluntary Protection Program (VPP)
- U.S. ANSI/AIHA/ASSE Z10-2012 Occupational Health & Safety Management Systems standard
- CAN/CSAZ1000-14 - Occupational health and safety management
- Canadian Certificate of Recognition (COR) program

Recordable incident

A recordable incident of work-related injury or ill health is one that is identified by the institution through medical surveillance or notified to the institution by affected workers, compensation agencies, or healthcare professionals.

Work-related injury or ill health

Consistent with the Global Reporting Initiative (GRI) and the U.S. Occupational Safety and Health Administration (OSHA), work-related injury or ill health includes any incidence that:

1. Arises from exposure to hazards at work, AND
2. Results in death, days away from work, restricted work or transfer to another job, medical treatment beyond first aid, loss of consciousness, or significant injury or ill health diagnosed by a physician or other licensed healthcare professional.

Hazards at work can be:

- Physical (e.g., radiation, temperature extremes, constant loud noise, spills on floors or tripping hazards, unguarded machinery, faulty electrical equipment);
- Ergonomic (e.g., improperly adjusted workstations and chairs, awkward movements, vibration);
- Chemical (e.g., exposure to solvents, carbon monoxide, flammable materials, or pesticides);
- Biological (e.g., exposure to blood and bodily fluids, fungi, bacteria, viruses, or insect bites);
- Psychosocial (e.g., verbal abuse, harassment, bullying); OR
- Related to work-organization (e.g., excessive workload demands, shift work, long hours, night work, workplace violence).

Innovation & Leadership (IN)

4 bonus points available

The credits in this category recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS.

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the STARS website. These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.