Sustainability Tracking, Assessment & Rating System STARS

Version 1.0 Early Release
Technical Manual

September 2009

AASHE
Association for the Advancement of
Sustainability in Higher Education

AASHE is a professional, membership-based association of colleges and universities. Its mission is to empower higher education to lead the sustainability transformation. AASHE does this by providing resources, professional development opportunities, and a network of support to enable institutions of higher education to model and advance sustainability in everything they do, from governance and operations to education and research.

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September 21, 2009

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.
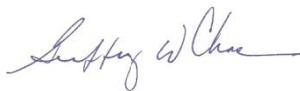
These goals, as essential as they are, are also complicated. They ask us to build on our past commitments while at the same time considering new pathways for moving forward. The challenges facing the globe are vast, and it can sometimes be daunting to consider how institutions might change course, particularly 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). 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 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,

Geoff Chase   Chair, Board of Directors, AASHE
                Dean, Division of Undergraduate Studies, San Diego State University

Paul Rowland   Executive Director, AASHE

Acknowledgements

For over three years, volunteer stakeholders from throughout higher education have helped shape and refine this initiative. AASHE extends a heartfelt thanks to the pilot participants who spent countless hours test-driving the system and letting us know what did and did not work; reviewers who commented on draft versions of the document; conference session attendees who asked thoughtful and challenging questions; conference call participants who offered ideas and feedback; and countless other individuals and institutions who provided resources, suggestions, encouragement, and ideas. This project would not have been possible without your remarkable contributions.

Founding Partners

AASHE gives special thanks to STARS Founding Partners for their contributions to the development of STARS and their ongoing support of the initiative.

Note about Early Release Version

This document is the STARS 1.0 Early Release Technical Manual. The STARS 1.0 Technical Manual, along with the STARS online reporting tool and other support materials, will be released in January 2010.

The credit criteria, scoring, and reporting fields included in this document will not change between this document and the Technical Manual to be released in January.

AASHE may make minor administrative and clarifying revisions, add supplemental guidance, and provide additional resources, but the system will not undergo substantive changes for the January release. Institutions interested in participating in STARS 1.0 may use this Early Release document to become familiar with the system and start gathering data to prepare for submission.

AASHE will consider revising all aspects of the system – including scoring and point allocation methodologies and the credit criteria – for STARS 2.0 in the coming years. Comments, questions, and suggested changes may be directed to stars@aashe.org at any time.

Table of Contents

Introduction

i. STARS Overview

The Sustainability Tracking, Assessment & Rating System (STARS) is a voluntary, self-reporting framework for recognizing and gauging relative progress toward sustainability for colleges and universities. 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 in the United States and Canada – from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

STARS History

In August 2006, the Higher Education Associations Sustainability Consortium (HEASC), an informal network of higher education associations with a commitment to sustainability, issued a call for a campus sustainability rating system. The statement described a system that "would of necessity address all the dimensions of sustainability (health, social, economic and ecological) and all the sectors and functions of campus, including curriculum, facilities, operations, and collaboration with communities." HEASC called for "AASHE to convene all relevant stakeholders in a collaborative process to develop such a system."

Over the next year and a half, AASHE gathered feedback from workshop participants at several campus sustainability conferences and events. These discussions provided the groundwork for the first publicly available draft version, STARS 0.4, released in September 2007. Experts from throughout the sustainability and higher education communities provided feedback on the draft system.

AASHE processed this feedback to develop the Pilot version of STARS, released in two phases in 2008. Nearly 70 colleges and universities participated in the pilot project. These institutions tested the system – from gathering data to reporting results – and provided extensive feedback about their experiences. While the pilot project was underway, AASHE released another draft version, STARS 0.5, which again generated thoughtful feedback and suggestions from diverse higher education stakeholders. Feedback and results from throughout the STARS development process are posted on the STARS website.

STARS 1.0 Early Release incorporates feedback, suggestions, and lessons learned from the three-year development process. While STARS is the most thoroughly vetted and extensively tested campus sustainability framework for North American institutions, it is by no means perfect. STARS 1.0 is intended to stimulate, not end, the conversation about how to measure and benchmark sustainability in higher education. AASHE welcomes your feedback and participation in continuing to refine and shape the system.

How Credits Were Developed and Weighted

STARS credits were developed in large part by reviewing campus sustainability assessments, sustainability reports from businesses, and other sustainability rating and ranking systems. As detailed in the previous section, the initial credits were revised or eliminated and new credits were added based on feedback from hundreds of diverse stakeholders and experts. In addition, STARS credits were vetted using four criteria.

First, in order to be included, each credit must lead to improved environmental, social, and/or economic performance by colleges and universities. While the sphere of impact may vary – for example, colleges and universities can accelerate the transition to renewable energy systems by installing technologies on campus, investing endowment funds in renewable energy companies, advocating for public policies that support renewable energy, teaching students about renewable energy in and out of the classroom, and/or conducting research on new technologies – each credit should indicate a movement toward sustainability.

Gatekeeper Questions

What does it take for a credit to be included in STARS? Each STARS credit was vetted using the following questions.

1. Does the credit speak to improved environmental, social, and/or financial impacts?
2. Is the credit relevant and meaningful for diverse institutions?
3. If the credit is based on the presence of a strategy, is a performance-based indicator not available or appropriate?
4. Is the credit measurable, objective, and actionable?

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

Third, STARS strives to prioritize performance over strategy when possible. Performance credits are based on measurements of sustainability performance, typically quantitative, such as the percentage of employees who use alternative modes of transportation to get to and from campus. Strategy credits focus on approaches or processes that can help improve an institution's performance, such as offering transit passes or operating a campus shuttle service. There are often different strategies or approaches an institution can take to achieve the same outcome. While both types of credits provide useful information, the primary goal of the system is to catalyze tangible improvements, not simply to encourage adoption of more strategies.

In many instances, however, measurable, meaningful, and fairly comparable performance indicators could not be identified, so a strategy-based credit was used. And in some cases, strategy indicators tell a richer story about an institution's sustainability initiatives and provide valuable information worth collecting and sharing. As a result, both strategy and performance credits have a place in the system.

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

Each STARS credit that meets these four criteria (see "gatekeeper questions" textbox) is assigned a type: Tier One or Tier Two.

- **Tier One credits** – Tier One credits are worth one or more points each and are grouped in a subcategory (e.g., Curriculum) within a category (e.g., Education & Research)

- **Tier Two credits** – Many of the subcategories in STARS include Tier Two credits, each of which is worth 0.25 points. There are two reasons a credit is classified as Tier Two instead of Tier One.
    - Some Tier Two credits recognize strategies that merit recognition, but tend to have a smaller impact than Tier One credits. For example, there is a Tier Two credit for institutions that have a bike-sharing program. A bike-sharing program, however, has a smaller impact than a campus where significant numbers of students and employees use environmentally preferable modes for commuting, which is captured in a Tier One credit.
    - Other Tier Two credits promote strategies whose benefits are already largely captured by a Tier One credit. For example, one Tier Two credit recognizes institutions that have a composting program. While composting is an important sustainability strategy, the primary benefits of composting are captured by a Tier One credit on waste diversion.

While each Tier Two credit is worth 0.25 points, Tier One credits vary in the number of points they are worth. Points were allocated using the following considerations:

- To what extent does the credit contribute to improved environmental impacts?
- To what extent does the credit contribute to improved financial impacts?
- To what extent does the credit contribute to improved social impacts?
- To what extent are there educational benefits associated with the achievement of this credit?
    - How many people are impacted (breadth)?
    - How deeply are people impacted (depth)?

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

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

Understanding Sustainability

The concept of sustainability has shaped the development of STARS and is fundamental to the rating system. While sustainability has become increasingly popular, both on campus and in society at large, its history and meaning are sometimes misunderstood.

One of the most popular definitions of sustainability is actually a definition of sustainable development. It is from *Our Common Future: The Report of the World Commission on Environment and Development*, commonly known as the Brundtland Commission Report:

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

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

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

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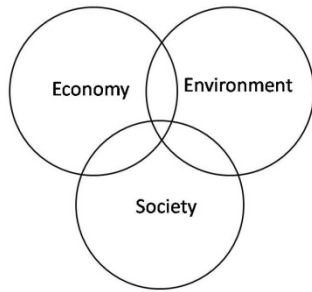
Popular representations of sustainability also underscore the concept's three dimensions. Sustainability experts often use a three-legged stool as a symbol for sustainability. The social, economic, and environmental components each represent one of the stool's legs. If one of the legs is missing, the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

This understanding of the three interdependent dimensions of sustainability is consistent with sustainability rating systems for businesses, including the Dow Jones Sustainability Index and S-BAR (Sustainable Business Achievement Rating System).

STARS represents an attempt to translate this broad and inclusive view of sustainability to measurable objectives at the campus level. Thus, it includes credits related to an institution's environmental, social, and economic performance.

ii. Reporting Instructions

Registration and Eligibility

Any college or university in the United States or Canada may register to participate in STARS. Registration for STARS happens online (see the STARS website). At the time of registration, participants will be asked to provide contact information for the primary STARS liaison and an executive who will be copied on the STARS registration e-email, agree to the STARS Terms of Use, and pay a one-time registration and submission fee.

It is expected that most STARS participants will be individual institutions. However, small and/or highly centralized college or university systems may also register. Registration covers one submission, so a system registration would not include separate reporting for each institution that is part of that system; if institutions wish to report separately, they should register individually. AASHE expects that most participants will register and report at the institution level.

STARS is intended for institutions that are in compliance with local, state, and federal regulations that pertain to sustainability, including environmental, health, and safety regulations. AASHE reserves the right to withdraw an institution's rating if it is found to be in egregious non-compliance.

Data Collection and Reporting

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. Institutions will specify the boundary for included data in the institutional information section of the reporting tool. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the notes accompanying the submitted data.

The credit descriptions in this Manual include the following sections that inform data gathering and the reporting process:

- Reporting Fields – lists the fields that appear within the reporting tool for each credit. Some fields are required while others are listed as optional if the institution wishes to provide additional information.
- Timeframe – describes the time period from which data should be drawn. For some credits, particularly those that are based on the presence of a policy or program, institutions should report on current practices (i.e., status at the time of reporting). Other credits, particularly those based on quantitative performance, require historical performance data, typically drawn from a one-year period.
- Sampling and Data Standards – provides guidelines on when institutions may use a representative sample to measure performance and when samples are prohibited.

As a strategy to ensure accuracy and accountability, a responsible party must attest to the accuracy of each STARS credit during the submission process. In order to sign off on the credit submission, the responsible party will check a box indicating that the information is accurate to the best of his or her knowledge and provide his or her contact information.

Submission and Accountability

Institutions have one year from the date they register for STARS to submit for a rating. (Institutions that register prior to January 2010 will have a January 2011 deadline, a year following the release of the online reporting tool).

While AASHE may in the future pursue opportunities for third-party verification of STARS submissions, STARS incorporates several strategies to ensure that submitted information is accurate. For one, most information that institutions submit in order to achieve a rating will be made publicly available through the AASHE website. Further, for each credit, an attestation is required from a responsible party affirming the accuracy of information submitted.

Finally, each submittal for a STARS rating, must be accompanied by a letter from the institution's president or chancellor that affirms the accuracy of the institution's STARS submission. In addition, the president or chancellor's letter serves as an introduction or cover letter for the submission. As such, the letter may also include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the STARS submissions, and goals for future submissions. Sign-off from the institution's chief executive is an important strategy for promoting accuracy within the STARS self-assessment framework. To submit the letter, a PDF version of the letter may be uploaded using the online reporting tool.

STARS Reporting Process

All STARS reporting will be done using the online reporting tool, which will be released in January 2010. Participating institutions will follow these three steps.

1. At the time of **registration**:
   - □ Provide the name and contact information for the institution's primary STARS liaison.
   - □ Provide the name and contact information for one executive-level administrator (president, chancellor, vice president, vice chancellor, or provost) for AASHE to copy on the registration confirmation e-mail. Copying an administrator on the registration e-mail helps ensure that each institution's leadership is aware of its participation in STARS.
   - □ Agree to the STARS Terms of Use.
   - □ Make a one-time payment that covers registration and submission.

2. During the **reporting process**:
   - □ Submit data and information that meets the specifications outlined in this Technical Manual.
   - □ Affirm the accuracy of the information submitted by specifying a responsible party for each credit and providing his or her contact information.

3. At the time of **submission**:
   - □ Upload a letter from the president or chancellor that affirms the accuracy of the submission
   - □ Submit all information. All data and credit information will be publicly posted on the STARS website upon submission.

iii. Scoring and Ratings

Only positive ratings are available through STARS – each rating level represents significant sustainability leadership. Participating in STARS, which includes gathering extensive data and sharing it publicly, represents a commitment to sustainability that should be applauded.

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

There are five levels of STARS Ratings available: Bronze, Silver, Gold, Platinum, and Reporter. The following table summarizes the scoring thresholds corresponding with each rating level.

Rating Level	Minimum Score Required
STARS Bronze	25
STARS Silver	45
STARS Gold	65
STARS Platinum	85
STARS Reporter	For institutions that wish to use STARS and submit data publicly but are not pursuing a rating

How Scores Are Calculated

An institution's STARS score is based on the average of the percentage of applicable points it earns in each of the three categories. For example, if an institution earned 20 percent of applicable points in the Education and Research category, 30 percent of applicable points in the Planning, Administration & Engagement category, and 40 percent in the Operations category, the institution's overall score would be 30 (the average of the three percentages).

In addition to the credits in the three categories, institutions may earn up to 4 innovation credits for new and path-breaking practices and performances that are not covered by other STARS credits or that exceed the highest criterion of a current STARS credit. Innovation credits are not required to be specific to any category and are scored separately. Each earned innovation credit increases in an institution's overall score by one. In the previous example of an institution that achieved an overall score of 30, earning 2 innovation credits would result in a final score of 32.

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

Timeframe for Ratings

A STARS rating is good for three years. Institutions will be able to update information in their profile and submit for a new rating as often as once per year.

Once an institution has earned a credit, it is expected that institutions will make a good faith effort to maintain the status that made them eligible for the credit for the duration of the STARS rating. While year-to-year fluctuations in some performance areas are to be expected, an institution would not qualify for a credit if it ended the practice or policy upon earning the credit and resumed the practice or policy when it was time to re-submit information.

STARS 1.0 Table of Credits

Category 1: Education & Research (ER)		
Credit Number	**Credit Title**	**Possible Points**
Co-Curricular Education		
ER Credit 1	Student Sustainability Educators Program	5
ER Credit 2	Student Sustainability Outreach Campaign	5
ER Credit 3	Sustainability in New Student Orientation*	2
ER Credit 4	Sustainability Materials and Publications	4
Tier Two	*Co-Curricular Education Tier Two Credits*	2
Curriculum		
ER Credit 5	Sustainability Course Identification	3
ER Credit 6	Sustainability-Focused Courses	10
ER Credit 7	Sustainability-Related Courses	10
ER Credit 8	Sustainability Courses by Department*	7
ER Credit 9	Sustainability Learning Outcomes	10
ER Credit 10	Undergraduate Program in Sustainability*	4
ER Credit 11	Graduate Program in Sustainability*	4
ER Credit 12	Sustainability Immersive Experience*	2
ER Credit 13	Sustainability Literacy Assessment	2
ER Credit 14	Incentives for Developing Sustainability Courses	3
Research		
ER Credit 15	Sustainability Research Identification*	3
ER Credit 16	Faculty Involved in Sustainability Research*	10
ER Credit 17	Departments Involved in Sustainability Research*	6
ER Credit 18	Sustainability Research Incentives*	6
ER Credit 19	Interdisciplinary Research in Tenure and Promotion*	2
	Total	**100**

* credit does not apply to all institutions

Category 2: Operations (OP)

Credit Number	Credit Title	Possible Points
Buildings		
OP Credit 1	Building Operations and Maintenance	7
OP Credit 2	Building Design and Construction*	4
OP Credit 3	Indoor Air Quality	2
Climate		
OP Credit 4	Greenhouse Gas Emissions Inventory	2
OP Credit 5	Greenhouse Gas Emissions Reduction	14
Tier Two	*Climate Tier Two Credits*	0.5
Dining Services		
OP Credit 6	Food Purchasing*	6
Tier Two	*Dining Services Tier Two Credits*	2.5
Energy		
OP Credit 7	Building Energy Consumption	8
OP Credit 8	Renewable Energy	7
Tier Two	*Energy Tier Two Credits*	1.5
Grounds		
OP Credit 9	Integrated Pest Management*	2
Tier Two	*Grounds Tier Two Credits*	1.25
Purchasing		
OP Credit 10	Computer Purchasing	2
OP Credit 11	Cleaning Product Purchasing	2
OP Credit 12	Office Paper Purchasing	2
OP Credit 13	Vendor Code of Conduct	1
Tier Two	*Purchasing Tier Two Credits*	0.5
Transportation		
OP Credit 14	Campus Fleet	2
OP Credit 15	Student Commute Modal Split*	4
OP Credit 16	Employee Commute Modal Split	3
Tier Two	*Transportation Tier Two Credits*	3
Waste		
OP Credit 17	Waste Reduction	5
OP Credit 18	Waste Diversion	3
OP Credit 19	Construction and Demolition Waste Diversion*	1
OP Credit 20	Electronic Waste Recycling Program	1
OP Credit 21	Hazardous Waste Management	1
Tier Two	*Waste Tier Two Credits*	1.5

Water		
OP Credit 22	Water Consumption	7
OP Credit 23	Stormwater Management	2
Tier Two	*Water Tier Two Credits*	1.25
	Total	**100**

* credit does not apply to all institutions

Cat. 3: Planning, Administration & Engagement (PAE)

Credit Number	Credit Title	Possible Points
Coordination and Planning		
PAE Credit 1	Sustainability Coordination	3
PAE Credit 2	Strategic Plan*	6
PAE Credit 3	Physical Campus Plan*	4
PAE Credit 4	Sustainability Plan	3
PAE Credit 5	Climate Plan	2
Diversity and Affordability		
PAE Credit 6	Diversity and Equity Coordination	2
PAE Credit 7	Measuring Campus Diversity Culture	2
PAE Credit 8	Support Programs for Under-Represented Groups	2
PAE Credit 9	Support Programs for Future Faculty	4
PAE Credit 10	Affordability and Access Programs	3
Tier Two	*Diversity and Affordability Tier Two Credits*	0.75
Human Resources		
PAE Credit 11	Sustainable Compensation	8
PAE Credit 12	Employee Satisfaction Evaluation	2
PAE Credit 13	Staff Professional Development in Sustainability	2
PAE Credit 14	Sustainability in New Employee Orientation	2
PAE Credit 15	Employee Sustainability Educators Program	5
Tier Two	*Human Resources Tier Two Credits*	0.75
Investment		
PAE Credit 16	Committee Socially Responsible Investment*	2
PAE Credit 17	Shareholder Advocacy*	5
PAE Credit 18	Positive Sustainability Investments*	9
Tier Two	*Investment Tier Two Credits*	0.75
Public Engagement		
PAE Credit 19	Community Sustainability Partnerships	2
PAE Credit 20	Inter-Campus Collaboration on Sustainability	2
PAE Credit 21	Sustainability in Continuing Education*	7
PAE Credit 22	Community Service Participation	6
PAE Credit 23	Community Service Hours	6
PAE Credit 24	Sustainability Policy Advocacy	4
PAE Credit 25	Trademark Licensing *	4
Tier Two	*Public Engagement Tier Two Credits*	0.75
	Total	**100**

* credit does not apply to all institutions

Education & Research

Co-Curricular Education

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

Co-Curricular Education Credits		
Credit Number	**Credit Title**	**Possible Points**
ER Credit 1	Student Sustainability Educators Program	5
ER Credit 2	Student Sustainability Outreach Campaign	5
ER Credit 3	Sustainability in New Student Orientation*	2
ER Credit 4	Sustainability Outreach Materials	4
Tier Two	*Co-Curricular Education Tier Two Credits*	
1	Student Group	0.25
2	Organic Garden	0.25
3	Model Dorm Room*	0.25
4	Themed Housing*	0.25
5	Sustainable Enterprise	0.25
6	Sustainability Events	0.25
7	Outdoors Program	0.25
8	Themed Semester or Year*	0.25
	Total	**18**

* credit does not apply to all institutions

ER Credit 1: Student Sustainability Educators Program

5 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

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

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn the maximum of 5 points by having a peer-to-peer educator program that reaches all for-credit, degree-seeking students. Incremental points are available based on the percentage of students served by the peer-to-peer educator program. For example, an institution with a program that serves 50 percent of all students would earn 2.5 points (half of the points available for this credit). Points earned are calculated according to the following table:

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

Scoring Example

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

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

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

Factor	*Multiply*	Number of Students Served by a Peer-to-Peer Outreach Program	*Divide*	Total Number of Degree-Seeking Students	*Equals*	Total Points Earned
5	×	2,500	÷	5,000	=	2.50

5. REPORTING FIELDS

Required
- □ Total number of degree-seeking students enrolled at the institution
- □ For each peer-to-peer outreach program, report
  - o Program name
  - o A brief description of how the student educators are selected
  - o A brief description of the formal training that the student educators receive
  - o A brief description of the staff and/or other financial support the institution provides to the program
  - o Number of students served by the program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL for the program(s)
- □ Notes about the submission

6. MEASUREMENT

Timeframe

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

Sampling and Data Standards

Include all for-credit or degree-seeking students; reporting on a sample or sub-set of students is not allowed.

7. STANDARDS AND TERMS

Not applicable

ER Credit 2: Student Sustainability Outreach Campaign

5 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

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

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

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

Credit Example: Measuring Campaign Results

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 dorm vs. dorm energy conservation competition in which on-campus residents learned energy conservation tips and tools. To measure the impact of the campaign, the university compared dorm 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.

Please note that the following impacts are not sufficient for this credit:
- Increased awareness.
- Additional members of a mailing list or group.

3. APPLICABILITY
This credit applies to all institutions.

4. SCORING
Institutions earn 5 points for having a campaign or campaigns that meet the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required
- □ The name of the campaign(s)
- □ A brief description of the campaign(s)
- □ A brief description of the measured positive impact(s) of the campaign(s)
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL for the campaign
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on the most recent campaign for which data are available. Campaigns held more than three years ago 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.

7. STANDARDS AND TERMS
Not applicable

ER Credit 3: Sustainability in New Student Orientation

2 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

3. APPLICABILITY

This credit applies to all institutions that hold a new student orientation.

4. SCORING

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

5. REPORTING FIELDS

Required
- □ A brief description of how sustainability is included prominently in new student orientation
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

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

6. MEASUREMENT

Timeframe
Report activities from the most recent orientation held.

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS

Not applicable

Credit Example: Including Sustainability Prominently in Orientation

This credit is based on including sustainability prominently in new student orientation activities. Since orientation activities vary across institutions, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its context.

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.
- Each student moving in to a dorm received a compact fluorescent light bulb and tips for saving energy.
- There was 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 professor gave a convocation lecture about her sustainability research.

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

Please note: Since 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.

ER Credit 4: Sustainability Outreach and Publications

4 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable grounds-keeping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn 0.5 points for each publication and/or outreach material described above. Institutions with eight or more publications or outreach materials earn the maximum of 4 points available for this credit.

5. REPORTING FIELDS

Required
- □ A brief description of the material or publication (for each item)
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where the material, or information about the material or publication, is available (for each item)
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on currently used outreach materials and publications only.

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS
Not applicable

Co-Curricular Education Tier Two Credits

2.0 points available
(0.25 points available for each Tier Two credit earned)

1: Student Group

0.25 points available

Criteria

Institution has an active student organization focused on sustainability.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the student group
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the student group is available
- □ Notes about the submission

2: Organic Garden

0.25 points available

Criteria

Institution has an on-campus garden where students are able to gain organic farming and/or gardening experience. The garden does not have to be Certified Organic in order to earn this credit, but it should use organic gardening techniques.

Applicability

This credit applies to all institutions with campus grounds.

Reporting Fields

Required
- □   An indication of whether the institution meets this credit
- □   A brief description of the garden
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the garden is available
- □   Notes about the submission

3: Model Dorm Room

0.25 points available

Criteria

Institution has an occupied, formally designated model dorm room that is open to students during regular hours and demonstrates sustainable living principles.

Applicability

This credit applies to all institutions that have residence halls.

Reporting Fields

Required
- □   An indication of whether the institution meets this credit
- □   A brief description of the model dorm room
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the model dorm room is available
- □   Notes about the submission

4: Themed Housing

0.25 points available

Criteria

Institution has sustainability-themed housing (residential hall or floor, or theme house) where residents learn about sustainability together and to which residents must apply. The focus of this credit is creating a residential sustainability learning community. Having a green building for a dormitory does not, in and of itself, count for this credit.

Applicability

This credit applies to institutions with on-campus housing.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the themed housing
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the themed housing is available
- □ Notes about the submission

5: Sustainable Enterprise

0.25 points available

Criteria

Institution has a student-run sustainable enterprise, such as a café, through which students gain sustainable business skills.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the enterprise
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the sustainable enterprise is available
- □ Notes about the submission

6: Sustainability Events

0.25 points available

Criteria

Institution holds major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the event(s)
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the event(s) are available
- □ Notes about the submission

7: Outdoors Program

0.25 points available

Criteria

Institution has a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program is available
- □ Notes about the submission

8: Themed Semester or Year

0.25 points available

Criteria

Institution has chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years. This could take the form of choosing a sustainability-related book for the common reading.

Applicability

This credit applies to all institutions that have themed semesters, years, or first-year experiences.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the themed semester, year, or first-year experience
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The sustainability-related book that was chosen, if applicable
- □ The website URL where information about the theme is available
- □ Notes about the submission

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.

Curriculum		
Credit Number	**Credit Title**	**Possible Points**
ER Credit 5	Sustainability Course Identification	3
ER Credit 6	Sustainability-Focused Courses	10
ER Credit 7	Sustainability-Related Courses	10
ER Credit 8	Sustainability Courses by Department*	7
ER Credit 9	Sustainability Learning Outcomes*	10
ER Credit 10	Undergraduate Program in Sustainability*	4
ER Credit 11	Graduate Program in Sustainability*	4
ER Credit 12	Sustainability Immersive Experience*	2
ER Credit 13	Sustainability Literacy Assessment	2
ER Credit 14	Incentives for Developing Sustainability Courses	3
Total		**55**

* credit does not apply to all institutions

ER Credit 5: Sustainability Course Identification

3 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have identified their sustainability course and program offerings and share that information with their campus communities. Conducting an inventory of academic offerings provides an important foundation for advancing sustainability curriculum. It offers a sense of where the institution is now and can help identify strengths and opportunities for growth. In addition, a list of sustainability courses helps current and prospective students find and understand sustainability course offerings, which can assist them in organizing their academic studies.

Identifying sustainability course offerings and activities for this credit will enable participants to report on *ER Credit 6: Sustainability-Focused Courses, ER Credit 7: Sustainability-Related Courses, ER Credit 8: Sustainability Courses by Department*, and *ER Credit 9: Sustainability Learning Outcomes.* Posting the results of this identification exercise online will minimize the reporting effort required for these credits.

2. CRITERIA

Part 1

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

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

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

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

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

3. APPLICABILITY
This credit applies to all institutions.

Credit Example: Identifying Sustainability Courses

Part 1: Adopting a Definition of Sustainability in the Curriculum

Example College's sustainability committee, which includes at least three faculty members who teach courses in different departments, adopted the following definition of sustainability in the curriculum to guide their sustainability course identification:

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

The goal of sustainability education is to provide students, regardless of their courses of study, the knowledge and skills to help create a healthy economy, society, and environment.

In order to determine whether or not a course has this goal in mind, it is useful to ask whether or not a given course will help students to achieve one or more of the following.
- *Understand and be able to effectively communicate the concept of sustainability.*
- *Develop and use an ethical perspective in which they view themselves as embedded in the fabric of an interconnected world.*
- *Become aware of and explore the connections between their chosen course of study and sustainability.*
- *Develop technical skills or expertise necessary to implement sustainable solutions.*
- *Understand the way in which sustainable thinking and decision-making contributes to the process of creating solutions for current and emerging social, environmental, and economic crises.*
- *Contribute practical solutions to real-world sustainability challenges.*
- *Synthesize understanding of social, economic, and environmental systems and reason holistically.*

A course does not have to accomplish all of these things to be designated as sustainability-related or sustainability-focused.

4. SCORING

Each part of the credit is scored independently. A total of 3 points are available for this credit.

Part 1
Institutions earn 1 point for meeting the criteria outlined above.

Part 2
Institutions earn 1 point for meeting the criteria outlined above.

Part 3
Institutions earn 1 point for meeting the criteria outlined above.

5. REPORTING FIELDS

Required
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional
Required if the institution is claiming **Part 1** of the credit:
- □ A copy of the institution's definition of sustainability in the curriculum

Required if the institution is claiming **Part 2** of the credit:
- □ A brief description of the methodology the institution followed to complete the inventory

Required if the institution is claiming **Part 3** of the credit:
- □ The website URL where the sustainability course inventory is posted

Optional
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on the most recent definition adopted and inventory completed. The inventory may cover courses offered during the previous one, two, or three years.

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS

Sustainability-Focused Courses
Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.

Sustainability-Related Courses

Sustainability-related courses incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue.

ER Credit 6: Sustainability-Focused Courses

10 points available

1. CREDIT RATIONALE

This credit recognizes institutions that offer academic courses focused on sustainability. Sustainability-focused courses provide valuable grounding in the concepts and principles of sustainability. These courses educate students about how different dimensions of sustainability relate to and support each other in theory and practice. In addition, these courses help equip students with the skills to weave together disparate components of sustainability in addressing complex issues.

2. CRITERIA

Institution offers sustainability-focused academic courses.

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn the maximum of 10 points for this credit if sustainability-focused courses comprise 10 percent or more of all courses offered. Incremental points are available based on the percentage of course offerings that are sustainability-focused. For example, an institution where 5 percent of all courses offered were focused on sustainability would earn 5 points (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit					
Points will be calculated automatically when data are entered in the STARS online reporting tool					
Factor	*Multiply*	**Number of Sustainability-Focused Courses Offered**	*Divide*	**Total Number of Courses Offered**	*Equals*	**Total Points**
100	×	_____	÷	_____	=	(up to 10 available)

Scoring Example						

Example College offered **600** courses during the past year. Of those courses, **10** were sustainability-focused.

Factor	Multiply	Number of Sustainability-Focused Courses Offered	Divide	Total Number of Courses Offered	Equals	Total Points Earned
100	×	10	÷	600	=	1.67

5. REPORTING FIELDS

Required
- □ The number of sustainability-focused courses offered
- □ The total number of courses offered
- □ An indication of whether data cover one, two, or three years
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional
Required if this information is not included in a publicly available sustainability course inventory, covered in *ER Credit 5: Sustainability Course Identification*:
- □ A list of sustainability-focused courses offered

Optional
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report the most recent data available.

Institutions may choose to 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-focused courses offered are measured during the same time.

Sampling and Data Standards
Courses that are cross-listed in multiple departments do not count as separate courses.

To streamline the data gathering process, institutions may choose whether or not to count each time a course is offered as a separate course, as long as sustainability-focused 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.

7. STANDARDS AND TERMS

Please refer to the guidance on developing a definition of "sustainability-focused courses" provided in *ER Credit 5: Sustainability Course Identification*.

ER Credit 7: Sustainability-Related Courses

10 points available

1. CREDIT RATIONALE

This credit recognizes institutions that offer courses related to sustainability. Sustainability-related courses help build knowledge about a component of sustainability or introduce students to sustainability concepts during part of the course. They may complement sustainability-focused courses by providing students with in-depth knowledge of a particular aspect or dimension of sustainability (such as the natural environment) or by providing a focus area (such as renewable energy) for a student's sustainability studies, or they may broaden students' understanding of sustainability from within different disciplines.

2. CRITERIA

Institution offers sustainability-related academic courses.

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn the maximum of 10 points for this credit when sustainability-related courses comprise 30 percent or more of all courses offered. Incremental points are available based on the percentage of course offerings that are sustainability-related. For example, an institution where 15 percent of all courses offered were related to sustainability would earn 5 points (half of the points available for this credit). Points earned are calculated according to the following table.

Enter values as indicated below to calculate points earned for this credit						
Points will be calculated automatically when data are entered in the STARS online reporting tool						
Factor	*Multiply*	**Number of Sustainability-Related Courses Offered**	*Divide*	**Total Number of Courses Offered**	*Equals*	**Total Points**
33 ⅓	×	_____	÷	_____	=	(up to 10 available)

Scoring Example

Example College offered 600 total courses during the past year. Of those courses, 50 (8.33 percent) were sustainability-related.

Factor	Multiply	Number of Sustainability-Related Courses Offered	Divide	Total Number of Courses Offered	Equals	Total Points Earned
33 ⅓	×	50	÷	600	=	2.78

5. REPORTING FIELDS

Required
- □ The number of sustainability-related courses offered
- □ The total number of courses offered
- □ An indication of whether data cover one, two, or three years
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional
Required if this information is not included in a publicly available sustainability course inventory, covered in *ER Credit 5: Sustainability Course Identification*:
- □ A list of sustainability related courses offered

Optional
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report the most recent data available.

Institutions may choose to 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-related courses offered are measured during the same time.

Sampling and Data Standards
Courses that are cross-listed in multiple departments do not count as separate courses.

To streamline the data gathering process, institutions may choose to count each time a course is offered (e.g., multiple sections of the same course) as a separate course or as the same course, as long as

sustainability-related 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.

7. STANDARDS AND TERMS

Please refer to the guidance on developing a definition of "sustainability-related courses" provided in *ER Credit 5: Sustainability Course Identification*.

ER Credit 8: Sustainability Courses by Department

7 points available

1. CREDIT RATIONALE

This credit recognizes institutions whose academic departments offer sustainability courses. Most, if not all, academic departments have a critical role to play in building a sustainable society. Having sustainability courses offered by numerous departments helps ensure that the institution's approach to sustainability education is comprehensive and includes diverse topics. This will help students to have a broad understanding of the field. Likewise, offering sustainability courses in numerous departments can increase student exposure to sustainability topics and themes.

2. CRITERIA

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

3. APPLICABILITY

This credit applies to all institutions that have academic departments or their equivalent.

4. SCORING

Institutions earn the maximum of 7 points for this credit when 90 percent or more of academic departments or their equivalent offer at least one sustainability-related or -focused course. Incremental points are available based on the percentage of academic departments that offer sustainability courses. For example, if 45 percent of the departments at an institution offered a sustainability-related or focused course, that institution would earn 3.5 points (half of the points available for this credit). Points earned are calculated according to the following table.

Enter values as indicated below to calculate points earned for this credit						
Points will be calculated automatically when data are entered in the STARS online reporting tool						
Factor	Multiply	Number of Departments that Offer a Sustainability Course	Divide	Total Number of Departments	Equals	Total Points
7.78	×	_____	÷	_____	=	(Up to 7 available)

Scoring Example

Example Community College has **30** academic departments. Of those, **10** offer a sustainability-related or focused course.

Factor	Multiply	Number of Departments that Offer a Sustainability Course	Divide	Total Number of Departments	Equals	Total Points
7.78	×	10	÷	30	=	**2.59**

5. REPORTING FIELDS

Required
- □ The number of departments that offer at least one sustainability-related or -focused course
- □ The total number of departments
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional
Required if this information is not included in a publicly available sustainability course inventory, covered in *ER Credit 5: Sustainability Course Identification*:
- □ A list of departments that offer sustainability courses

Optional
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report the most recent data available.

Institutions may choose to count course offerings from one, two, or three academic years, as long as the count of departments that offer sustainability courses and the total number of departments are from the same time period.

Sampling and Data Standards
Courses that are cross-listed in multiple departments may count for each department under which the course is listed. In other words, if a course is cross-listed in two departments, both departments would be able to count that course.

7. STANDARDS AND TERMS

Please refer to the guidance for defining "sustainability-focused courses" and "sustainability-related courses" provided in *ER Credit 5: Sustainability Course Identification*.

ER Credit 9: Sustainability Learning Outcomes

10 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs.

3. APPLICABILITY

This credit applies to all institutions that have degree-granting programs.

4. SCORING

Institutions earn the maximum of 10 points available for this credit when all students graduate from programs that have adopted at least one sustainability learning outcome. Incremental points are available based on the percentage of students who graduate from such programs. For example, if half of all students graduated from programs that have specified sustainability learning outcomes, an institution would earn 5 points (half of the points available for this credit). Points earned are calculated according to the following table.

Enter values as indicated below to calculate points earned for this credit						
Points will be calculated automatically when data are entered in the STARS online reporting tool						
Factor	*Multiply*	Number of Students who Graduated from a Degree Program that Has Adopted at Least One Sustainability Learning Outcome	*Divide*	Total Number of Graduates	*Equals*	Total Points
10	×	_____	÷	_____	=	(up to 10 available)

Scoring Example

Example University graduated **1,000** students in the past academic year. Of those students, **250** graduated from a program that has adopted a sustainability learning outcome or multiple sustainability outcomes.

Factor	Multiply	Number of Students who Graduated from a Degree Program that Has Adopted at Least One Sustainability Learning Outcome	Divide	Total Number of Graduates	Equals	Total Points
10	×	250	÷	1,000	=	2.5

5. REPORTING FIELDS

Required
- □ The number of graduates covered by the sustainability learning outcomes outlined above
- □ Total number of graduates
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional
Required if this information is not included in a publicly available sustainability course inventory, covered in *ER Credit 5: Sustainability Course Identification*:
- □ A list of degree programs that have sustainability learning outcomes

Optional
- □ A list or sample of the sustainability learning outcomes associated with the degree programs
- □ Notes about the submission

6. MEASUREMENT

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

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS

Learning Outcomes

Learning outcomes specify the knowledge and abilities that students will be able to demonstrate as a result of their education. Learning outcomes may be specified at the degree or course level.

ER Credit 10: Undergraduate Program in Sustainability

4 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have formal, undergraduate 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.

2. CRITERIA

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

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

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

3. APPLICABILITY

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

4. SCORING

Institutions earn 4 points for having at least one program that meets the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required
- □ The name of each sustainability-focused, undergraduate degree program
- □ The website URL for each program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ Notes about the submission

6. MEASUREMENT

Timeframe

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

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

ER Credit 11: Graduate Program in Sustainability

4 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have formal, graduate-level 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.

2. CRITERIA

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

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

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

3. 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 seeking or omitting this credit.

4. SCORING

Institutions earn 4 points for having at least one program that meets the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required
- □   The name of each sustainability-focused, graduate-level degree program
- □   The website URL for each program
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   Notes about the submission

6. MEASUREMENT

Timeframe

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

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

ER Credit 12: Sustainability Immersive Experience

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that offer sustainability-focused immersive experience programs. Such 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.

2. CRITERIA

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

For this credit, the program meets one or both of the following criteria:
- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

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

3. APPLICABILITY

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

4. SCORING

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

5. REPORTING FIELDS

Required
- □ A brief description of the sustainability-focused immersive experience(s) offered by the institution
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the immersive experience is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Programs offered during the past three years are eligible for this credit.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

ER Credit 13: Sustainability Literacy Assessment

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that are assessing the sustainability literacy of their students. Such an assessment helps institutions evaluate the success of their sustainability education initiatives.

2. CRITERIA

- 1 pt: Institution conducts an assessment of the sustainability literacy of its students.

- 2 pts: Institution conducts an assessment of the sustainability literacy of its incoming students, and then conducts a follow-up assessment of the same cohort group using the same instrument.

The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn either 1 or 2 points for meeting the criteria outlined above. Fractions of points are not available for this credit.

5. REPORTING FIELDS

Required
- □ A copy of the questions included in the sustainability literacy assessment
- □ A brief description of how the assessment was developed
- □ A brief description of how the assessment was administered
- □ A brief summary of results from the assessment
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the literacy assessment is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report the most recent data available. Sustainability literacy assessments administered within the past three years are eligible for this credit.

Sampling and Data Standards

Institutions may choose to measure sustainability literacy by administering a survey to a representative sample of the student population or by measuring the entire student population.

7. STANDARDS AND TERMS

Not applicable

ER Credit 14: Incentives for Developing Sustainability Courses

3 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn 3 points for meeting the criteria outlined above.   Partial points are not available for this credit.

5. REPORTING FIELDS

Required
- □ A brief description of the program(s)
- □ A brief description of the incentives that faculty members who participate in the program(s) receive
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Programs or incentives that were offered within the past three years are eligible for this credit.

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS
Not applicable

Research

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

Research		
Credit Number	**Credit Title**	**Possible Points**
ER Credit 15	Sustainability Research Identification*	3
ER Credit 16	Faculty Involved in Sustainability Research*	10
ER Credit 17	Departments Involved in Sustainability Research*	6
ER Credit 18	Sustainability Research Incentives*	6
ER Credit 19	Interdisciplinary Research in Tenure and Promotion*	2
	Total	**27**

* credit does not apply to all institutions

ER Credit 15: Sustainability Research Identification

3 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have identified their sustainability research and associated faculty scholarship and creative inquiry (referred to henceforth as "research").

Adopting a definition of sustainability research provides a foundation for measurement and goal setting. 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. Conducting an inventory of research also establishes a baseline for measuring future progress.

Identifying sustainability research activities will enable participants to report on *ER Credit 16: Faculty Involved in Sustainability Research* and *ER Credit 17: Departments Involved in Sustainability Research*. Posting the results of this identification exercise online will minimize the reporting effort required for these credits.

2. CRITERIA

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

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

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

3. APPLICABILITY

This credit applies to all institutions where research is considered during faculty tenure and promotion decisions.

Credit Example: Identifying Sustainability Research

Part 1: Adopting a Definition of Sustainability Research
Example University's sustainability committee, which includes at least three faculty members from different departments who conduct research, developed the following definition of sustainability research.

> *Sustainability research focuses on a key principle of sustainability (such as social equity or environmental stewardship); addresses a sustainability challenge (such as climate change or poverty); or furthers our understanding of the interconnectedness of societal and environmental challenges. Sustainability research leads toward solutions that support economic prosperity, social wellbeing, and ecological health.*

Example College convened a group of faculty members who conduct research to develop a definition for the purpose of participating in STARS. That group adopted the following definition.

> *Sustainability research addresses ecological integrity, social justice, and/or the interconnections of ecological integrity and social justice with economic prosperity.*

Part 2: Identifying Sustainability Research
Example University distributed a survey to all faculty members and asked them to self-identify as being engaged in sustainability research using the sustainability definition developed by the committee.

Example College asked the chairperson of each department to identify the sustainability research activities within his or her department.

4. SCORING
Each part of the credit is scored independently. A total of 3 points are available for this credit.

Part 1
Institutions earn 1 point for meeting the criteria outlined above.

Part 2
Institutions earn 1 point for meeting the criteria outlined above.

Part 3
Institutions earn 1 point for meeting the criteria outlined above.

5. REPORTING FIELDS

Required

☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional

Required if the institution is claiming **Part 1** of the credit:

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

Required if the institution is claiming **Part 2** of the credit:

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

Required if the institution is claiming **Part 3** of the credit:

☐ The website URL where the sustainability research inventory is posted

Optional

☐ Notes about the submission

6. MEASUREMENT

Timeframe

Report the most recent definition, methodology, and results available. The inventory may cover research activities from one, two, or three years.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

ER Credit 16: Faculty Involved in Sustainability Research

10 points available

1. CREDIT RATIONALE

This credit recognizes institutions where faculty members are conducting research on sustainability topics. The percentage of faculty members engaged in sustainability research is a measure of the spread of sustainability research.

2. CRITERIA

Institution's faculty members conduct research on sustainability topics.

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

3. APPLICABILITY

This credit applies to all institutions where research is considered in faculty tenure and promotion decisions.

4. SCORING

Institutions earn the maximum of 10 points available for this credit when 25 or more percent of faculty are engaged in sustainability research. Incremental points are available based on the percentage of faculty that conducts sustainability research. For example, if 12.5 percent of faculty members conducted sustainability research, an institution would earn 5 points (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit						
Points will be calculated automatically when data are entered in the STARS online reporting tool						
Factor	*Multiply*	**Faculty Members Conducting Sustainability Research**	*Divide*	**Total Number of Faculty Members**	*Equals*	**Points Earned**
40	×	_____	÷	_____	=	(Up to 10 available)

Scoring Example

Example University has **2,500** faculty members. Of those, **200** conduct research related to sustainability.

Factor	*Multiply*	Faculty Members Conducting Sustainability Research	*Divide*	Total Number of Faculty Members	*Equals*	Points Earned
40	×	200	÷	2,500	=	**3.2**

5. REPORTING FIELDS

Required
- □ The number of faculty members engaged in sustainability research
- □ The total number of faculty members engaged in research
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional
Required if this information is not included in a publicly available sustainability research inventory, covered in *ER Credit 15: Sustainability Research Identification*:
- □ Names and department affiliations of faculty engaged in sustainability research

Optional
- □ The website URL where information about sustainability research is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report the most recent data available.

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

Sampling and Data Standards
Refer to the guidelines for measuring sustainability research that are provided for *ER Credit 15: Sustainability Research Identification*.

7. STANDARDS AND TERMS

Refer to the guidelines for measuring sustainability research that are provided in *ER Credit 15: Sustainability Research Identification*.

ER Credit 17: Departments Involved in Sustainability Research

6 points available

1. CREDIT RATIONALE

This credit recognizes institutions where sustainability research is being conducted in many departments. Most, if not all, academic departments can make significant contributions to deepening society's understanding of sustainability issues and developing solutions to sustainability challenges. Since sustainability transcends traditional academic divisions, having multiple departments involved in research indicates that the institution has a broad perspective on sustainability and can help ensure that multiple perspectives are considered.

2. CRITERIA

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

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

3. APPLICABILITY

This credit applies to all institutions where research is considered during faculty tenure and promotion decisions.

4. SCORING

Institutions earn the maximum of 6 points available for this credit when 75 or more percent of departments 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 conducted sustainability research, an institution would earn 2 points (one third of the points available for this credit). Points earned are calculated according to the following table:

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

Scoring Example

Example University has **50** academic departments that conduct research. Of those, **10** conduct research about sustainability.

Factor	*Multiply*	Departments that Conduct Sustainability Research	*Divide*	Total Number of Departments that Conduct Research	*Equals*	Points Earned
8	×	10	÷	50	=	1.60

5. REPORTING FIELDS

Required
- □ The total number of academic departments that conduct research
- □ The number of academic departments in which at least one faculty member engages in sustainability research
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional
Required if this information is not included in the sustainability research inventory, covered in *ER Credit 15: Sustainability Research Identification*:
- □ A list of academic departments in which at least one faculty member engages in sustainability research

Optional
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report the most recent data available.

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

Sampling and Data Standards
Refer to the guidelines for measuring sustainability research that are provided for *ER Credit 15: Sustainability Research Identification*.

7. STANDARDS AND TERMS

Refer to the guidelines for measuring sustainability research that are provided in *ER Credit 15: Sustainability Research Identification*.

ER Credit 18: Sustainability Research Incentives

6 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have programs in place to encourage students and faculty members to research sustainability. Providing incentives demonstrates that sustainability is an institutional priority and can help deepen students' understanding of sustainability issues and attract new researchers to the field. In addition, it helps faculty members explore new areas and encourages broader research on the topic. Having faculty broadly engaged in sustainability research can help increase student exposure to and participation in sustainability research as well.

2. CRITERIA

Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

3. APPLICABILITY

This credit applies to all institutions where research is considered during faculty tenure and promotion decisions.

4. SCORING

Each part of the credit is scored separately.

Part 1

Institutions earn 3 points for meeting the criteria outlined above.   Partial points are not available for this part of the credit.

Part 2

Institutions earn 3 points for meeting the criteria outlined above.   Partial points are not available for this part of the credit.

5. REPORTING FIELDS

Required

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional

Required if the institution is claiming points for **Part 1** of the credit:

- □ A brief description of the institution's program(s) to encourage student research in sustainability

Required if the institution is claiming points for **Part 2** of the credit:

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

Optional

- □ The website URL where information about the student research program is available
- □ The website URL where information about the faculty research program is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Incentives offered within the past three years are eligible for this credit.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

ER Credit 19: Interdisciplinary Research in Tenure and Promotion

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that acknowledge interdisciplinary, trans-disciplinary, and multi-disciplinary research during faculty promotion and tenure decisions. Addressing sustainability challenges requires solutions and understandings that often cover multiple academic disciplines. Giving interdisciplinary research equal weight as research from a single academic discipline provides an important foundation that allows faculty to pursue sustainability related research.

2. CRITERIA

Institution gives positive recognition to interdisciplinary, trans-disciplinary, and multi-disciplinary research during faculty promotion and tenure decisions.

3. APPLICABILITY

This credit applies to all institutions where research is considered during faculty tenure and promotion decisions.

4. SCORING

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

5. REPORTING FIELDS

Required
- □ A brief description or a copy of the institution's policy regarding interdisciplinary research
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the treatment of interdisciplinary research is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on current policies and practices.

Sampling and Data Standards
Not applicable.

7. STANDARDS AND TERMS

Not applicable

Operations

Buildings

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

Buildings		
Credit Number	**Credit Title**	**Possible Points**
OP Credit 1	Building Operations and Maintenance	7
OP Credit 2	Building Design and Construction*	4
OP Credit 3	Indoor Air Quality	2
	Total	**13**

* credit does not apply to all institutions

OP Credit 1: Building Operations and Maintenance

7 points available

1. CREDIT RATIONALE

This credit recognizes institutions that operate and maintain their buildings in ways that protect the health of building occupants and the environment.

2. CRITERIA

Institution owns and operates buildings that are:

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

and/or

2) Operated and maintained in accordance with sustainable operations and maintenance guidelines and policies that cover the following:
   - Impacts on the surrounding site
   - Energy consumption
   - Usage of environmentally preferable materials
   - Indoor environmental quality
   - Water consumption

This credit applies to "Eligible Building Space (Operations and Maintenance)," as defined in *Section 7: Standards and Terms*, below.

3. APPLICABILITY

This credit applies to all institutions that have any "Eligible Building Space (Operations and Maintenance)," as defined in *Section 7: Standards and Terms*, below.

4. SCORING

Institutions earn the maximum of 7 points for this credit by having all eligible building square footage be LEED for Existing Buildings: O&M Platinum certified. Incremental points are available based on the percentage of floor area that is certified at each LEED level and/or maintained in accordance with sustainable operations and maintenance policies. For example, an institution that had 100 percent of its floor area certified at the Certified level would earn 3.5 points for this credit, while an institution that had 50 percent of its floor area certified at the Certified level would earn 1.75 points. Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit *Points will be calculated automatically when data are entered in the STARS online reporting tool*							
Sustainable Operations and Maintenance Level	**Point Value Per Level**	*Multiply*	**Square Feet of Building Space Certified at Each Level**	*Divide*	**Total Square Feet of Eligible Building Space**	*Equals*	**Points**
Not certified but follows guidelines or policies	2.625	×	_____	÷	_____	=	
LEED for Existing Buildings: O&M *Certified*	3.5		_____				
LEED for Existing Buildings: O&M *Silver* **certified**	4.375		_____				
LEED for Existing Buildings: O&M *Gold* **certified**	5.25		_____				
LEED for Existing Buildings: O&M *Platinum* **certified**	7		_____				
Total points		→					

Scoring Example

Example University owns and operates the following 5 buildings
1) 5,000 ft^2 building that is neither maintained in accordance with a sustainable building operation and maintenance policy nor LEED for Existing Buildings: O&M certified
2) 10,000 ft^2 building that is neither maintained in accordance with a sustainable building operation and maintenance policy nor LEED for Existing Buildings: O&M certified
3) 5,000 ft^2 building that is maintained in accordance with the institution's sustainable building operation and maintenance policy
4) 20,000 ft^2 building that is LEED for Existing Buildings: O&M Silver certified
5) 10,000 ft^2 building that is LEED for Existing Buildings: O&M Platinum certified

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

Building Profile
- Building space that is maintained in accordance with sustainable building operations and maintenance guidelines = **5,000 ft^2**
- Building space that is LEED Silver certified = **20,000 ft^2**
- Building space that is LEED Platinum certified = **10,000 ft^2**

Sustainable Operations and Maintenance Level	Point Value Per Level	*Multiply*	Square Feet of Building Space Certified at Each Level	*Divide*	Total Square Feet of Eligible Building Space	*Equals*	Points
Not certified but follows guidelines or policies	2.625		5,000				0.26
LEED for Existing Buildings: O&M *Certified*	3.5		0				0
LEED for Existing Buildings: O&M *Silver* certified	4.375	×	20,000	÷	50,000	=	1.75
LEED for Existing Buildings: O&M *Gold* certified	5.25		0				0
LEED for Existing Buildings: O&M *Platinum* certified	7		10,000				1.40
Total points			→				**3.41**

5. REPORTING FIELDS

Required

- □ Building space that meets "Eligible Buildings Criteria" (square feet)
- □ Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies (square feet)
- □ Building space that is LEED for Existing Buildings: O&M Certified (square feet)
- □ Building space that is LEED for Existing Buildings: O&M Silver certified (square feet)
- □ Building space that is LEED for Existing Buildings: O&M Gold certified (square feet)
- □ Building space that is LEED for Existing Buildings: O&M Platinum certified (square feet)
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional

Required if the institution is claiming points for following guidelines or policies/non-certified space:

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

OR

- □ An electronic copy of the guidelines or policies

Optional

- □ The date(s) the policies or guidelines were adopted
- □ A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies
- □ Notes about the submission

6. MEASUREMENT

Timeframe

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

Buildings for which certification has lapsed should not be counted as certified space. Likewise, buildings for which certification is pending should not be counted as certified space; these buildings may be excluded from the calculations for this credit for up to one year following LEED registration. Finally, buildings that have been certified under a LEED Rating System that focuses on design and construction (e.g., LEED for New Construction and Major Renovations, LEED for Core & Shell, LEED for Commercial Interiors) may be excluded from the calculations for this credit for up to 5 years following the date of certification. These buildings should not be counted for this credit unless they have been certified under LEED for Existing Buildings: O&M.

Sampling and Data Standards

Include all buildings that are part of the institution's overall STARS institutional boundary when reporting for this credit. Reporting on a sample or sub-set of buildings is not allowed for this credit.

7. STANDARDS AND TERMS

Eligible Building Space (Operations and Maintenance)

Eligible Building Space (Operations and Maintenance) includes all building space that meets the following criteria.

Eligible Building Space must meet the following "Minimum Program Requirements" of LEED for Existing Buildings: O&M. An eligible building must:

- "[B]e designed for, constructed on, and operated on a permanent location on already existing *land*. No building or space that is designed to move at any point in its lifetime" should be included.
- "[I]nclude a minimum of 1,000 square feet (93 square meters) of gross floor area."
- "[B]e in a state of *typical physical occupancy*, and all building systems must be operating at a capacity necessary to serve the current occupants, for […] at least the 12 continuous months immediately preceding the first submission."

Buildings that do not meet these requirements and are therefore ineligible for LEED for Existing Buildings: O&M certification should be excluded from this credit.

In addition, buildings that are not owned by the institution and in which the institution is one of multiple tenants may be excluded. If the institution chooses to include such buildings, it must include all multi-tenant buildings that are included in the institution's overall STARS boundary and in which the institution is a tenant; institutions cannot choose to include some leased spaces and omit others. If an institution chooses to include leased spaces, the institution should count only the square footage of building space it occupies and not the entire building.

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

Buildings that have registered for LEED for Existing Buildings: O&M but are not yet certified should not be counted as certified building space. Institutions may exclude such buildings from their calculations for up to one year following LEED registration.

Buildings that have been certified under a LEED Rating System that focuses on design and construction (e.g., LEED for New Construction and Major Renovations, LEED for Core & Shell, LEED for Commercial Interiors) may be excluded from the calculations for this credit for up to 5 years following the date of certification.

LEED for Existing Buildings: Operations & Maintenance

The Leadership in Energy and Environmental Design (LEED) for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System was developed by the U.S. Green Building Council. USGBC describes "When to Use LEED for Existing Buildings: Operations & Maintenance" as follows:

> *LEED for Existing Buildings: Operations & Maintenance was designed to certify the sustainability of ongoing operations of existing commercial and institutional buildings. All such buildings, as defined by standard building codes, are eligible for certification under LEED for Existing Buildings: Operations & Maintenance and include offices, retail and service establishments, institutional*

buildings (libraries, schools, museums, churches, etc.), hotels, and residential buildings of 4 or more habitable stories.

LEED for Existing Buildings: Operations & Maintenance provides owners and operators of existing buildings an entry point into the LEED certification process and is applicable to the following: building operations, processes, systems upgrades, minor space-use changes, and minor facility alterations or additions; and buildings new to LEED certification as well as buildings previously certified under LEED for New Construction, LEED for Schools, or LEED for Core & Shell; these may be either ground up new construction or existing buildings that have undergone major renovations.

LEED for Existing Buildings: Operations & Maintenance encourages owners and operators of existing buildings to implement sustainable practices and reduce the environmental impacts of their buildings over their functional life cycles. Specifically, the rating system addresses exterior building site maintenance programs, water and energy use, environmentally preferred products and practices for cleaning and alterations, sustainable purchasing policies, waste stream management, and ongoing indoor environmental quality. LEED for Existing Buildings: Operations & Maintenance is targeted at single buildings, whether owner occupied, multitenant, or multiple-building campus projects. It is a whole-building rating system; individual tenant spaces are ineligible.

OP Credit 2: Building Design and Construction

4 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have incorporated environmental features into their design and construction projects.

2. CRITERIA

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

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

    and/or

    2)   Designed and built in accordance with green building guidelines and policies that cover the following topics:
- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

This credit applies to Eligible Building Space (Design and Construction), as defined in *Section 7: Standards and Terms*, below.

3. APPLICABILITY

This credit applies to institutions that have any Eligible Building Space (Design and Construction) as defined in *Section 7: Standards and Terms*, below.

4. SCORING

Institutions earn the maximum of 4 points for this credit by having all eligible building square footage be LEED Platinum certified. Incremental points are available based on the percentage of floor area that is certified at each LEED level and/or designed and constructed in accordance with green building policies or guidelines. For example, an institution that had 100 percent of its floor area certified at the Certified level would earn 2 points for this credit, while an institution that had 50 percent of its floor area certified at the Certified level would earn 1 point. Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit *Points will be calculated automatically when data are entered in the STARS online reporting tool*							
Design and Construction Certification Level	**Point Value Per Level**	*Multiply*	**Square Feet of Building Space Certified at Each Level**	*Divide*	**Total Square feet of Eligible Building Space**	*Equals*	**Points**
Not certified but follows guidelines or policies	1.5	×	_____	÷	_____	=	
LEED *Certified*	2		_____				
LEED *Silver* certified	2.5		_____				
LEED *Gold* certified	3		_____				
LEED *Platinum* certified	4		_____				
Total points			→				

Scoring Example

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

1) A 5,000 ft^2 building that was not designed and built in accordance with green building policies or guidelines or LEED certified
2) A 10,000 ft^2 building that was designed and built in accordance with green building policies or guidelines
3) A 5,000 ft^2 building that is LEED for New Construction and Major Renovations Silver certified
4) A 20,000 ft^2 building that is LEED for New Construction and Major Renovations Platinum certified

Total Building Space
Total Eligible Building Space = 5,000 ft^2 + 10,000 ft^2 + 5,000 ft^2 + 20,000 ft^2 = **40,000 ft^2**

Building Profile
- Building space that was designed and built in accordance with sustainable building operations and maintenance guidelines = **10,000 ft^2**
- Building space that is LEED Silver certified = **5,000 ft^2**
- Building space that is LEED Platinum certified = **20,000 ft^2**

Design and Construction Certification Level	Point Value Per Level	Multiply	Square Feet of Building Space Certified at Each Level	Divide	Total Square feet of Eligible Building Space	Equals	Points
Not certified but follows guidelines or policies	1.5		10,000				0.38
LEED *Certified*	2		0				0
LEED *Silver* certified	2.5	×	5,000	÷	40,000	=	0.31
LEED *Gold* certified	3		0				0
LEED *Platinum* certified	4		20,000				2.00
Total points							**2.69**

5. REPORTING FIELDS

Required

- □ Building space that meets "Eligible Buildings Criteria" (square feet)
- □ Building space that was designed and constructed in accordance with green building policies or guidelines (square feet)
- □ Building space that is LEED for New Construction and Major Renovations Certified (square feet)
- □ Building space that is LEED for New Construction and Major Renovations Silver certified (square feet)
- □ Building spare that is LEED for New Construction and Major Renovations Gold certified (square feet)
- □ Building space that is LEED for New Construction and Major Renovations Platinum certified (square feet)
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional

Required if the institution is claiming points for following guidelines or policies:
- □ The website URL where a copy of the institution's guidelines or policies for green building is available

OR
- □ An electronic copy of the guidelines or policies

Optional

- □ The date(s) the policies or guidelines were adopted
- □ A brief description of how the institution ensures compliance with green building design and construction guidelines and policies
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report on the current certification status of buildings at the time of STARS submission. Buildings for which certification is pending should not be counted as certified space; and these buildings may be excluded from the institution's profile for up to one year following LEED registration.

This credit focuses on buildings for which construction was completed within the past three years.

Sampling and Data Standards

Include all buildings that meet the Eligible Building Space (Design and Construction) as defined in the *Standards and Terms* section below; reporting on a sample or sub-set of buildings is not allowed.

7. STANDARDS AND TERMS

Eligible Buildings Space (Design and Construction)

For this credit, eligible buildings are those for which construction was completed during the *previous three years*.

Buildings that have registered for LEED certification but are not yet certified should not be counted as certified building space. Institutions may omit such buildings from the calculations for this credit for up to one year following the completion of construction.

New Construction and Major Renovations

New construction and major renovation projects must meet the following three "Minimum Program Requirements" of LEED for New Construction and Major Renovations. An eligible building must:

- "[B]e designed for, constructed on, and operated on a permanent location on already existing *land*. No building or space that is designed to move at any point in its lifetime [should be included]."
- "[I]nclude a minimum of 1,000 square feet (93 square meters) of gross floor area."

Furthermore, the institution, as the building's owner, "must occupy more than 50% of the building's leasable square footage."

Major renovations should be included if they meet the following definition from USGBC: "involves major HVAC renovation, significant envelope modifications, and major interior rehabilitation" that

- affects more than 50 percent of total building floor area;
- causes more than 50 percent of regular building occupants to relocate; or
- increases total building floor area by more than 50 percent

Buildings that do not meet these requirements and are therefore ineligible for LEED for New Construction and Major Renovations certification should be excluded from this credit.

Commercial Interiors

Interior improvement projects must meet the following "Minimum Program Requirements" of LEED for Commercial Interiors:

- "[B]e designed for, constructed on, and operated on a permanent location on already existing *land*. No building or space that is designed to move at any point in its lifetime [should be included]."
- "[P]roject scope must include a complete interior space distinct from other spaces within the same building with regards to at least one of the following characteristics: ownership, management, lease, or party wall separation."
- "[I]nclude a minimum of 250 square feet (22 square meters) of gross floor area."

Core and Shell

Core and shell projects must meet the following "Minimum Program Requirements" of LEED for Core and Shell:

- "[B]e designed for, constructed on, and operated on a permanent location on already existing *land*. No building or space that is designed to move at any point in its lifetime" should be included.

- The project "must include the new, ground-up design and construction, or major renovation, of at least one building in its entirety."
- "[I]nclude a minimum of 1,000 square feet (93 square meters) of gross floor area"

LEED for Commercial Interiors

LEED for Commercial Interiors is a green building design and construction rating system for tenant improvement projects. The U.S. Green Building Council describes "When to Use LEED for Commercial Interiors":

> *LEED for Commercial Interiors addresses the specifics of tenant spaces primarily in office, retail, and institutional buildings. Tenants who lease their space or do not occupy the entire building are eligible.*

LEED for Core and Shell

LEED for Core and Shell is a green building design and construction rating system for developers of multi-tenant buildings. The U.S. Green Building Council describes "When to Use LEED for Core and Shell":

> *The LEED for Core & Shell Rating System is a market-specific application that recognizes the unique nature of core and shell development. The LEED for Core & Shell Rating System acknowledges the limited level of influence a developer can exert in a speculatively developed building.*
>
> *LEED for Core & Shell was developed to serve the speculative development market, in which project teams do not control all scopes of a whole building's design and construction. Depending on how the project is structured, this scope can vary significantly from project to project. The LEED for Core & Shell Rating System addresses a variety of project types and a broad project range.*
>
> *LEED for Core & Shell can be used for projects in which the developer controls the design and construction of the entire core and shell base building (e.g., mechanical, electrical, plumbing, and fire protection systems) but has no control over the design and construction of the tenant fit-out. Examples of this type of project can be a commercial office building, medical office building, retail center, warehouse, and lab facility.*
>
> *If a project is designed and constructed to be partially occupied by the owner or developer, then the owner or developer has direct influence over that portion of the interior build-out work. For these projects to pursue LEED for Core & Shell certification, the owner must occupy 50% or less of the building's leasable square footage. Projects in which more than 50% of the building's tenant space is occupied by a owner should pursue LEED for New Construction certification.*

LEED for New Construction and Major Renovations

LEED for New Construction and Major Renovations is a design and construction green building rating system. This was the first rating system developed by USGBC and is the most popular design and construction certification for colleges and universities. The U.S. Green Building Council describes "When to Use LEED for New Construction" as follows.

LEED for New Construction was designed primarily for new commercial office buildings, but it has been applied to many other building types by LEED practitioners. All commercial buildings, as defined by standard building codes, are eligible for certification as LEED for New Construction buildings. Examples of commercial occupancies include offices, institutional buildings (libraries, museums, churches, etc.), hotels, and residential buildings of 4 or more habitable stories.

LEED for New Construction addresses design and construction activities for both new buildings and major renovations of existing buildings. A major renovation involves major HVAC renovation, significant envelope modifications, and major interior rehabilitation. For a major renovation of an existing building, LEED for New Construction is the appropriate rating system. If the project scope does not involve significant design and construction activities and focuses more on operations and maintenance activities, LEED for Existing Buildings: Operations & Maintenance is more appropriate because it addresses operational and maintenance issues of working buildings.

Some projects are designed and constructed to be partially occupied by the owner or developer, and partially occupied by others tenants. In such projects, the owner or developer has direct influence over the portion of the work that they occupy. For such a project to pursue LEED for New Construction certification, the owner or tenant must occupy more than 50% of the building's leasable square footage. Projects in which 50% or less of the building's leasable square footage is occupied by an owner should pursue LEED for Core & Shell certification.

OP Credit 3: Indoor Air Quality

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that are working to protect the human health of building occupants by monitoring and promoting indoor air quality.

2. CRITERIA

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints.

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn the full 2 points available for this credit when all buildings are covered by an indoor air quality management policy, plans, and/or practices (or if there is an institution-wide plan or policy). Partial points are available based on the percentage of occupied building space that meets the criteria. For example, if an institution had half of all its occupied building space covered by an IAQ policy, it would earn 1 point (half of the points available for this credit).

Enter values as indicated below to calculate points earned for this credit *Points will be calculated automatically when data are entered in the STARS online reporting tool*						
Factor	*Multiply*	**Occupied Building Space Covered by an IAQ Plan**	*Divide*	**Total Occupied Building Space**	*Equals*	**Total Points**
2	×	_____	÷	_____	=	

5. REPORTING FIELDS

Required

- □ Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints (square feet)
- □ Total occupied building space (square feet)
- □ A brief description of the institution's indoor air quality plan, policy, and/or practices
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where information about the institution's indoor air quality initiatives is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report on current policies, plans, and/or strategies.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

Climate		
Credit Number	**Credit Title**	**Possible Points**
OP Credit 4	Greenhouse Gas Emissions Inventory	2
OP Credit 5	Greenhouse Gas Emissions Reduction	14
Tier Two	*Climate Tier Two Credits*	
1	Air Travel Emissions	0.25
2	Local Offsets Program	0.25
Total		**16.5**

OP Credit 4: Greenhouse Gas Emissions Inventory

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have inventoried their greenhouse gas emissions. Conducting a greenhouse gas (GHG) emissions inventory is an involved process that helps institutions identify sources of emissions and prioritize emissions reduction strategies.

2. CRITERIA

Part 1

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

Part 2

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Part 1

Institutions earn 1 point for meeting the criteria outlined above.

Part 2

Up to 1 point is available for this part of the credit. Institutions earn 0.25 points for each Scope 3 emissions source (e.g., commuting, air travel, solid waste disposal, embodied emissions from purchased products) that is included in the inventory or is inventoried separately.

5. REPORTING FIELDS

Required

□ The website URL where the GHG emissions inventory is posted

□ Select which of the following are included in the inventory:
  o Scope 1 and 2 emissions
  o Scope 3 emissions
    • Commuting
    • Air travel
    • Solid waste disposal
    • Embodied emissions from food purchases
    • Embodied emissions from other purchased products
    • Other (please specify)

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

□ Notes about the submission

6. MEASUREMENT

Timeframe

Report on the most recent GHG emissions inventory completed. Note that *OP Credit 5: Greenhouse Gas Emissions Reduction* requires an inventory from both 2005 (the baseline) and a performance year.

Sampling and Data Standards

To conduct a GHG emissions inventory, institutions may use any methodology and/or calculator (including Clean Air-Cool Planet's Campus Carbon Calculator) that adheres to the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

7. STANDARDS AND TERMS

Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards

The GHG Protocol's Corporate Accounting and Reporting Standards, 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. Clean Air-Cool Planet's Campus Carbon Calculator is consistent with GHG Protocol standards.

Scope 1 Emissions

Scope 1 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 Emissions

Scope 2 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
- Purchased steam

Scope 3 Emissions

Scope 3 emissions are all indirect emissions not covered in Scope 2. Scope 3 emission sources include:
- Air travel
- Commuting
- Extraction, production, and transportation of purchased materials and fuels, including food
- Outsourced activities
- Solid waste disposal

OP Credit 5: Greenhouse Gas Emissions Reduction

14 points available

1. CREDIT RATIONALE
This credit recognizes institutions that have reduced their net greenhouse gas (GHG) emissions.

2. CRITERIA
Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline. (See *Section 7: Standards and Terms*, below, for guidance on measuring net GHG emissions and weighted campus user).

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

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards (see Section 7 of *OP Credit 4*: *Greenhouse Gas Emissions Inventory* above)

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

3. APPLICABILITY
This credit applies to all institutions.

4. SCORING
Institutions earn the maximum of 14 points available for this credit by achieving climate neutrality (i.e., zero net GHG emissions). Incremental points are awarded for reducing GHG emissions compared to the 2005 baseline. For example, an institution that reduced its emissions by 50 percent would earn 7 points (half of the points available for this credit).

STARS awards only positive points; points will not be deducted if greenhouse gas emissions per weighted campus user increased rather than decreased during the time period.

Points earned are calculated according to the formula below. Please note that users do not have to calculate the number of points earned themselves; points will be calculated automatically when the data listed under *Section 5: Reporting Fields* is entered in the online reporting tool.

$$\text{Points Earned} = 14 \times \{ \ [\ (A/B) - (C/D)\ ] \ / \ (A/B) \ \}$$

A =   Adjusted net greenhouse gas emissions in 2005 baseline year

B =   Weighted campus users in 2005 baseline year

C=   Adjusted net greenhouse gas emissions in the performance year (most recent year for which data are available)

D=   Weighted campus users in the performance year (most recent year for which data are available)

5. REPORTING FIELDS

Required

- □ 2005 baseline Scope 1 and 2 gross GHG emissions (metric tons of carbon dioxide equivalent)
- □ 2005 off-site, institution-catalyzed carbon offsets generated (metric tons of carbon dioxide equivalent)
- □ 2005 third-party verified carbon offsets purchased (metric tons of carbon dioxide equivalent)
- □ Figures needed to determine "Weighted Campus User" during the baseline year:
  - o On-campus residents in 2005
  - o Non-residential/commuter full-time students, faculty, and staff members in 2005
  - o Non-residential/commuter part-time students, faculty, and staff members in 2005
- □ Performance year Scope 1 and 2 gross GHG emissions (metric tons of carbon dioxide equivalent)
- □ Performance year off-site, institution-catalyzed offsets generated (metric tons of carbon dioxide equivalent)
- □ Performance year carbon offsets purchased (metric tons of carbon dioxide equivalent)
- □ Figures needed to determine "Weighted Campus User" during the performance period:
  - o On-campus residents in the performance year
  - o Non-residential/commuter full-time students, faculty, and staff members in the performance year
  - o Non-residential/commuter part-time students, faculty, and staff members in the performance year
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ Notes about the submission

6. MEASUREMENT

Timeframe

Performance Period – Report the most recent annual GHG emissions data available. Institutions may choose the annual start and end dates that work best with the data they have (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period.

Report population figures from the same time period as the GHG emissions data. Institutions may use an annual average for each population group or the fall figures reported to IPEDS.

Baseline Year – Report data from the 2005 baseline 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 period that includes at least one month in 2005.

Report population figures from the same time period as the GHG emissions data. Institutions may use an annual average for each population group or the fall figures reported to IPEDS.

Sampling and Data Standards

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator, including Clean Air-Cool Planet's Campus Carbon Calculator, that adheres to the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards (see Section 7 in *OP Credit 4: Greenhouse Gas Emissions Inventory* above).

7. STANDARDS AND TERMS

Adjusted Net Greenhouse Gas Emissions

Adjusted net GHG emissions is a measure of an institution's overall climate impact (emissions minus carbon offsets generated and purchased). 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.

> *Adjusted net greenhouse gas emissions = Gross greenhouse gas emissions – local offsets generated – (0.25 × third-party verified carbon offsets purchased)*

Off-site, Institution-Catalyzed Carbon Offsets

Off-site, institution-catalyzed carbon offsets are generated by what are commonly referred to as "local offsets" programs. In such programs, institutions offset their greenhouse gas emissions by implementing projects that reduce greenhouse gas emissions in the local community. For example, a local offsets program may engage students in weatherizing homes in the surrounding community. As part of the arrangement with the homeowner, the institution would "own" the emissions reductions that result from the program.

Third-Party Verified Carbon Offsets

Third-party verified carbon offsets are purchased by outside vendors. Green-e Climate, the Voluntary Climate Standard, and the Gold Standard are three organizations that provide third-party certification for carbon offsets. These standards provide assurance that offsets are real, measured, permanent, verified, and beyond business-as-usual GHG emission reductions.

Weighted Campus Users

Weighted Campus Users is measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus. 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.

> *Weighted Campus Users = (1 × number of on-campus residents) + (0.75 × number of non-residential or commuter full-time students, faculty, and staff members) + (0.5 × number of non-residential or commuter part-time students, faculty, and staff members)*

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.

The following three STARS credits use Weighted Campus User.
- *OP Credit 5: Greenhouse Gas Emissions Reduction*
- *OP Credit 17: Waste Reduction*
- *OP Credit 22: Water Consumption*

Climate Tier Two Credits

0.5 points available
(0.25 points available for each Tier Two credit earned)

1: Air Travel Emissions

0.25 points available

Criteria

Institution has policies and/or programs in place to reduce emissions from air travel.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the policies and/or programs
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the policies and/or programs is available
- □ Notes about the submission

2: Local Offsets Program

0.25 points available

Criteria

Institution has a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community. In such programs, institutions offset their greenhouse gas emissions by implementing projects that reduce greenhouse gas emissions in the local community. For example, a local offsets program may engage students in weatherizing homes in the surrounding community. As part of the arrangement with the homeowner, the institution would "own" the emissions reductions that result from the program.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □   An indication whether the institution meets this credit
- □   A brief description of the program
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the program is available
- □   Notes about the submission

Dining Services

This subcategory seeks to recognize institutions that are helping build a sustainable food system. Food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid sub-standard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies, encourage safe, environmentally-friendly farming methods, and help alleviate poverty for farmers.

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

Dining Services		
Credit Number	**Credit Title**	**Possible Points**
OP Credit 6	Food Purchasing	6
Tier Two	*Dining Services Tier Two Credits*	
1	Trayless Dining	0.25
2	Vegetarian and Vegan Dining	0.25
3	Trans-Fats	0.25
4	Guidelines for Franchisees	0.25
5	Pre-Consumer Food Waste Composting	0.25
6	Post-Consumer Food Waste Composting	0.25
7	Food Donation	0.25
8	Recycled Content Napkins	0.25
9	Reusable Mug Discounts	0.25
10	Reusable To-Go Containers	0.25
	Total	**8.5**

OP Credit 5: Food Purchasing

6 points available

1. CREDIT RATIONALE

This credit recognizes institutions that are helping to build sustainable food systems through their food purchases.

2. CRITERIA

Institution purchases food that meets one or more of the following criteria:
- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade)
- Grown on a farm that operates as a cooperative, has a profit sharing policy for all employees, or has a social responsibility policy covering all workers

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

3. APPLICABILITY

This credit applies to all institutions that have residential dining halls. Institutions that do not have residential dining halls may choose to pursue or omit this credit.

4. SCORING

Institutions earn the maximum of 6 points when food that meets the criteria outlined above comprises 50 percent or more of food purchases. Incremental points are available based on the percentage of food expenditures devoted to sustainable food. For example, an institution that spent 25 percent of its food budget on sustainable food would earn 3 points (half of the points available for this credit). Scores are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit						
Points will be calculated automatically when data are entered in the STARS online reporting tool						
Factor	*Multiply*	**Expenditures on Sustainable Food**	*Divide*	**Total Expenditures on Food**	*Equals*	**Points Earned**
12	×	_____	÷	_____	=	(Up to 6 available)

Scoring Example

Example College spent **$10 million** on food during the past year. Of those purchases, **$1 million** was spent on food grown and processed within 250 miles.

Factor	*Multiply*	Expenditures on Sustainable Food	*Divide*	Total Expenditures on Food	*Equals*	Points Earned
12	×	1	÷	10	=	**1.2**

5. REPORTING FIELDS

Required
□ Percentage of food expenditures that meet one or more of the criteria outlined above
□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
□ The Website URL where information about the institution's sustainable food procurement efforts is available
□ Notes about the submission

6. MEASUREMENT

Timeframe
Report the most recent data available.

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

Include food purchases for dining halls and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit.

7. STANDARDS AND TERMS
Not applicable

Dining Services Tier Two Credits

2.5 points available
(0.25 points available for each Tier Two credit earned)

1: Trayless Dining

0.25 points available

Criteria

Institution has a trayless dining program in which trays are removed from or not available in dining halls. The program may take the form of trays being eliminated permanently, being eliminated in some but not all cafeterias, or being removed during certain time periods.

Applicability

This credit applies to all institutions that have residential dining halls.

Reporting Fields

Required
- □   An indication of whether the institution meets this credit
- □   A brief description of the trayless dining program
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the program is available
- □   Notes about the submission

2: Vegetarian and Vegan Dining

0.25 points available

Criteria

Institution offers diverse, complete-protein vegan and vegetarian dining options during every meal.

Applicability

This credit applies to all institutions with residential dining halls.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the vegetarian and vegan dining program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program, policy, or practice is available
- □ Notes about the submission

3: Trans-Fats

0.25 points available

Criteria

Institution uses frying oil that does not include trans-fats and seeks to avoid foods that include trans-fats in its dining operations.

Applicability

This credit applies to all institutions with residential dining halls.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the trans-fats avoidance program, policy, or practice
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program, policy, or practice is available
- □ Notes about the submission

4: Guidelines for Franchisees

0.25 points available

Criteria

Institution has adopted sustainability policies or guidelines for food service franchisees operating on campus. Sustainability guidelines or policies of the franchisees themselves do not count for this credit. The credit measures institutional engagement in guiding franchisees operating on campus toward sustainability.

Applicability

This credit applies to all institutions that have food service franchisees operating on campus.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the guidelines for franchisees
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the guidelines is available
- □ Notes about the submission

5: Pre-Consumer Food Waste Composting

0.25 points available

Criteria

Institution has a pre-consumer food waste composting program.

Applicability

This credit applies to all institutions with dining halls or on-site food service providers.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the pre-consumer food waste composting program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the composting program is available
- □ Notes about the submission

6: Post-Consumer Food Waste Composting

0.25 points available

Criteria

Institution has a post-consumer food waste composting program.

Applicability

This credit applies to all institutions with dining halls or on-site food service providers.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the post-consumer food waste composting program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the composting program is available
- □ Notes about the submission

7: Food Donation

0.25 points available

Criteria

Institution donates leftover or surplus food.

Applicability

This credit applies to all institutions with dining halls or on-site food service providers.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the food donation program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the food donation program is available
- □ Notes about the submission

8: Recycled Content Napkins

0.25 points available

Criteria

Institution uses recycled content napkins in its dining service operations.

Applicability

This credit applies to all institutions with on-site dining service operations.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the purchasing behavior
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the purchasing is available
- □ Notes about the submission

9: Reusable Mug Discounts

0.25 points available

Criteria

Campus dining operations offers discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations.

Applicability

This credit applies to all institutions with to-go food service operations.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the reusable mug program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ Amount of the discount offered for using reusable mugs
- □ The website URL where information about the reusable mug discount program is available
- □ Notes about the submission

10: Reusable To-Go Containers

0.25 points available

Criteria

Campus dining operations provides reusable containers for to-go food; these containers are returned to dining operations for cleaning and re-use.

Applicability

This credit applies to all institutions with to-go food service operations.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the reusable to-go container program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the reusable to-go container program is available
- □ Notes about the submission

Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global warming. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Energy		
Credit Number	**Credit Title**	**Possible Points**
OP Credit 7	Building Energy Consumption	8
OP Credit 8	Clean and Renewable Energy	7
Tier Two	*Energy Tier Two Credits*	
1	Timers for Temperature Control	0.25
2	Lighting Sensors	0.25
3	LED Lighting	0.25
4	Vending Machine Sensors	0.25
5	Energy Management System	0.25
6	Energy Metering	0.25
Total		**16.5**

OP Credit 7: Building Energy Consumption

8 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have reduced their energy usage per gross square foot of building space.

2. CRITERIA

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

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

Energy Unit	MBtu Equivalent
1 kWh	0.003412
1 MWh	3.412
1 therm	0.1
1 kBtu	0.001
1 ton-hour	0.0012

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn the maximum of 8 points available by reducing building energy consumption per gross square foot of building space by 50 percent. Partial points are awarded based on the reduction achieved. For example, an institution that reduced energy consumption per gross square foot of building space by 25 percent would earn 4 points (half of the points available for this credit).

STARS awards only positive points; points will not be deducted if building energy consumption per gross square foot of building space increased rather than decreased during the time period.

Points earned are calculated according to the formula below. Please note that users do not have to calculate the number of points earned themselves; points earned will be calculated automatically when the data listed under *Section 5: Reporting Fields* is entered in the online reporting tool.

$$\text{Points Earned} = 16 \times \{ [(A/B) - (C/D)] / (A/B) \}$$

A =   Building energy consumption in the 2005 baseline year

B =   Gross square foot of building space in the 2005 baseline year

C=   Building energy consumption in the performance year (most recent year for which data are available

D=   Gross square foot of building space in the performance year (most recent year for which data are available)

5. REPORTING FIELDS

Required
- □ 2005 baseline building energy consumption (MBtu)
- □ 2005 building space (gross square feet)
- □ Performance year building energy consumption (MBtu)
- □ Performance year building space (gross square feet)
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Performance Period – Report the most recent annual energy consumption data available. Institutions may choose the annual start and end dates that work best with the data they have (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period. Report building space from the same time period as that from which energy consumption data are drawn.

Baseline Year – Report data from the 2005 baseline 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 period that includes at least one month in 2005. Report building space from the same period as that from which energy consumption data are drawn.

Sampling and Data Standards
Include all building energy consumption. Reporting on a sample or sub-set of buildings is not allowed for this credit.

7. STANDARDS AND TERMS

Gross Square Feet of Building Space

Gross square feet of building space refers to the total amount of building space that is included within your institution's organizational boundaries. Your institution's office of institutional research may be able to provide this data. For guidance on calculating gross square footage of a building, you may consult 3.2.1 Gross Area (Gross Square Feet – GSF) of the U.S. Department of Education's *Postsecondary Education Facilities Inventory and Classification Manual*.

OP Credit 8: Clean and Renewable Energy

7 points available

1. CREDIT RATIONALE

This credit recognizes institutions that are using energy from clean and renewable energy.

2. CRITERIA

Institution supports the development and use of clean and renewable energy sources, as defined in *Section 7: Standards and Terms* below, using any one or combination of the following options.

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

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

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

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

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

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, geothermal energy, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

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

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

Energy Unit	MBtu Equivalent
1 kWh	0.003412
1 MWh	3.412
1 therm	0.1
1 kBtu	0.001
1 ton-hour	0.0012

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn the maximum of 7 points for this credit by obtaining all energy from clean and renewable sources. Incremental points are available for meeting some energy consumption from renewable sources, purchasing Renewable Energy Credits or green power from the electric utility, and/or generating electricity using co-generation technologies. For example, an institution that met half of its energy consumption from renewable sources would earn 3.5 points (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit							
Points will be calculated automatically when data are entered in the STARS online reporting tool							
Renewable Energy Option (see Criteria)	**Point Value per Option**	*Multiply*	**Energy Generated or Purchased that Meets Criteria (MBtu)**	*Divide*	**Total Energy Consumption (MBtu)**	*Equals*	**Points**
Option 1	7		_____				
Option 2	7		_____				
Option 3	7	×	_____	÷	_____	=	
Option 4	1.75		_____				
Option 5	1.75		_____				
Total points	————————————————▶						

Scoring Example

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): 100 MWh
- E. Electricity from a natural gas powered co-generation facility (Option 5): 200,000 kWh

Step 2: Convert Energy Figures into Common Units (MBtu)
- A. Total electricity consumed: 1,000,000 kWh × 0.003412 MBtu/kWh = 3,412 MBtu
- B. Total natural gas consumed: 10,000 Therms × 0.1 MBtu/Therm = 1,000 MBtu
    - o Total Energy Consumed = 341,200 + 100,000 = **4,412 MBtu**
- C. Electricity from an on-site solar photovoltaic installation (Option 1):
    250,000 kWh × 0.003412 MBtu/kWh = **853 MBtu**
- D. Renewable Energy Certificates (Option 4):
    100 MWh × 3.412 MBtu/MWh = **341 MBtu**
- E. Electricity from a natural gas powered co-generation facility (Option 5):
    200,000 kWh × 0.003412 MBtu/kWh = **682 MBtu**

Step 3: Calculate Points Earned Using MBtu

Renewable Energy Option (see Criteria)	Point Value per Option	*Multiply*	Energy Generated or Purchased that Meets Criteria (MBtu)	*Divide*	Total Energy Consumption (MBtu)	*Equals*	Points
Option 1	7		853				1.35
Option 2	7		0				--
Option 3	7	×	0	÷	4,412	=	--
Option 4	1.75		341				0.14
Option 5	1.75		682				0.27
Total points							1.79

5. REPORTING FIELDS

Required

- □ Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes (MBtu)
- □ Option 2: Non-electric renewable energy generated (MBtu)
- □ Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes (MBtu)
- □ Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified (MBtu)
- □ Option 5: Total electricity generated with co-generation technology using non-renewable fuel sources (MBtu)
- □ Total energy consumed during the performance year (MBtu)
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ A brief description of on-site renewable electricity generating devices
- □ A brief description of on-site renewable non-electric energy devices
- □ A brief description of off-site, institution-catalyzed, renewable electricity generating devices
- □ A brief description of RECs or other similar renewable energy products purchased during the previous year
- □ A brief description of co-generation technologies deployed
- □ The website URL where information about the institution's renewable energy sources is available
- □ Notes about the submission

6. MEASUREMENT

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

Sampling
Report all on-site, stationary energy that was consumed by the institution (as the institution defines in the overall STARS institutional boundary). Reporting on a sample or sub-set of energy generation and consumption is not allowed for this credit.

7. STANDARDS AND TERMS

Clean and Renewable Energy Systems

The following renewable systems are eligible for this credit:
- Concentrated solar thermal
- Geothermal
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
- Wind

Biofuels from the following sources are eligible:
- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Green-e Certification

The Green-e Renewable Energy Certification Program is the leading voluntary certification and verification program in the United States for renewable energy products. Green-e certification intends to make sure that these products meet environmental and consumer protection standards.

Renewable Energy Certificates (RECs)

Green-e provides the following definition of RECs:

> 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.

Energy Tier Two Credits

1.5 points available
(0.25 points available for each Tier Two credit earned)

1: Timers for Temperature Control

0.25 points available

Criteria

Institution uses timers to regulate temperatures based on occupancy hours in at least one building.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the technology used
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the practice is available
- □ Notes about the submission

2: Lighting Sensors

0.25 points available

Criteria

Institution uses motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building.

Applicability

This credit applies to all institutions.

Reporting Fields

Required

- □ An indication of whether the institution meets this credit
- □ A brief description of the technology used
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where information about the institution's use of the technology is available
- □ Notes about the submission

3: LED Lighting

0.25 points available

Criteria

Institution uses Light Emitting Diode (LED) technology in at least one lighting application (LED applications in exit signs and remote controls do not count for this credit).

Applicability

This credit applies to all institutions.

Reporting Fields

Required

- □ An indication of whether the institution meets this credit
- □ A brief description of the technology used
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where information about the institution's use of the technology is available
- □ Notes about the submission

4: Vending Machine Sensors

0.25 points available

Criteria

Institution has installed vending machine motion sensors for at least one vending machine.

Applicability

This credit applies to all institutions that have vending machines on campus.

Reporting Fields

Required
- □   An indication of whether the institution meets this credit
- □   A brief description of the technology used
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the institution's use of the technology is available
- □   Notes about the submission

5: Energy Management System

0.25 points available

Criteria

Institution uses a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □   An indication of whether the institution meets this credit
- □   A brief description of the management system
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the institution's use of the technology is available
- □   Notes about the submission

6: Energy Metering

0.25 points available

Criteria

Institution meters all energy consumption (including electricity, natural gas, purchased steam) for at least one building.

Applicability

This credit applies to all institutions that fully occupy at least one building.

Reporting Fields

Required
- □ Indication whether the institution meets this credit
- □ A brief description of the metering system
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the metering system is available
- □ Notes about the submission

Grounds

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

Grounds		
Credit Number	**Credit Title**	**Possible Points**
OP Credit 9	Integrated Pest Management	2
Tier Two	*Grounds Tier Two Credits*	
1	Native Plants	0.25
2	Wildlife Habitat	0.25
3	Tree Campus USA	0.25
4	Snow and Ice Removal	0.25
5	Compost	0.25
	Total	3.25

OP Credit 9: Integrated Pest Management

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that work to improve the sustainability of campus grounds through Integrated Pest Management (IPM).

2. CRITERIA

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

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

3. APPLICABILITY

This credit applies to all institutions with cultivated grounds comprising one or more percent of the total area of the campus.

4. SCORING

Institutions earn the maximum of 2 points for this credit if all campus grounds are covered by a four-tiered integrated pest management plan. Incremental points are available based on the percentage of campus grounds that are maintained in accordance with such a plan. For example, an institution where half of the campus grounds were covered by a plan would earn 1 point (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit						
Points will be calculated automatically when data are entered in the STARS online reporting tool						
Factor	*Multiply*	**Area of Campus Grounds Covered by an IPM Plan**	*Divide*	**Total Area of Campus Grounds**	*Equals*	**Total Points**
2	×	_____	÷	_____	=	

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Scoring Example

The grounds at Example Community College, which comprise **40 acres**, are managed by three separate departments: Athletics, Housing, and Facilities Management. The Housing department, which manages **10 acres** of grounds, is the only one of these three departments that follows an IPM plan.

Factor	*Multiply*	Area of Campus Grounds Covered by an IPM Plan	*Divide*	Total Area of Campus Grounds	*Equals*	Total Points Earned
2	×	10	÷	40	=	0.50

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5. REPORTING FIELDS

Required
- □ The size of the campus grounds (acres)
- □ The size of campus grounds that are maintained in accordance with a four-tiered IPM plan (acres)
- □ A brief description of the IPM plan(s)
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the IPM plan(s) is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on the plan or plans that are being followed currently.

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS

The U.S. Environmental Protection Agency describes the four-tiered approach to integrated pest management as follows:

> ***Set Action Thresholds*** – *Before taking any pest control action, IPM first sets an action threshold, a point at which pest populations or environmental conditions indicate that pest control action must be taken. Sighting a single pest does not always mean control is needed. The level at which pests will become an economic threat is critical to guide future pest control decisions.*

Monitor and Identify Pests – *Not all insects, weeds, and other living organisms require control. Many organisms are innocuous, and some are even beneficial. IPM programs work to monitor for pests and identify them accurately, so that appropriate control decisions can be made in conjunction with action thresholds. This monitoring and identification removes the possibility that pesticides will be used when they are not really needed or that the wrong kind of pesticide will be used.*

Prevention – *As a first line of pest control, IPM programs work to manage the crop, lawn, or indoor space to prevent pests from becoming a threat. In an agricultural crop, this may mean using cultural methods, such as rotating between different crops, selecting pest-resistant varieties, and planting pest-free rootstock. These control methods can be very effective and cost-efficient and present little to no risk to people or the environment.*

Control – *Once monitoring, identification, and action thresholds indicate that pest control is required, and preventive methods are no longer effective or available, IPM programs then evaluate the proper control method both for effectiveness and risk. Effective, less risky pest controls are chosen first, including highly targeted chemicals, such as pheromones to disrupt pest mating, or mechanical control, such as trapping or weeding. If further monitoring, identifications and action thresholds indicate that less risky controls are not working, then additional pest control methods would be employed, such as targeted spraying of pesticides. Broadcast spraying of non-specific pesticides is a last resort.*

Grounds Tier Two Credits

1.25 points available
(0.25 points available for each Tier Two credit earned)

1: Native Plants

0.25 points available

Criteria

Institution prioritizes use of native plant species in landscaping.

Applicability

This credit applies to all institutions with maintained grounds.

Reporting Fields

Required

- □   An indication of whether the institution meets this credit
- □   A brief description of the native plant program, policy, or practice
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □   The website URL where information about the program, policy, or practice is available
- □   Notes about the submission

2: Wildlife Habitat

0.25 points available

Criteria

Institution has programs in place to protect and/or create wildlife habitat on institution-owned land.

Applicability

This credit applies to all institutions that own land.

Reporting Fields

Required

- □   An indication of whether the institution meets this credit
- □   A brief description of the wildlife habitat program, policy, or practice
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □   The website URL where information about the program, policy, or practice is available
- □   Notes about the submission

3: Tree Campus USA

0.25 points available

Criteria

Institution is recognized by the Arbor Day Foundation's Tree Campus USA program.

Applicability

This credit applies to all institutions with grounds.

Reporting Fields

Required

- □   An indication of whether the institution meets this credit
- □   A brief description of the institution's Tree Campus USA program
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □   The website URL where information about the program, policy, or practice is available
- □   Notes about the submission

4: Snow and Ice Removal

0.25 points available

Criteria

Institution has implemented technologies or strategies to reduce the environmental impacts of snow and ice removal.

Applicability

This credit applies to all institutions that remove snow and ice as part of their annual maintenance routines.

Reporting Fields

Required

- □   An indication of whether the institution meets this credit
- □   A brief description of the snow and ice removal program, policy, or practice
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □   The website URL where information about the program, policy, or practice is available
- □   Notes about the submission

5: Compost

0.25 points available

Criteria

Institution composts or mulches waste from grounds keeping, including grass trimmings.

Applicability

This credit applies to all institutions with maintained grounds that generate yard waste.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the composting or mulching program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program, policy, or practice is available
- □ Notes about the submission

Purchasing

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

Purchasing		
Credit Number	**Credit Title**	**Possible Points**
OP Credit 10	Computer Purchasing	2
OP Credit 11	Cleaning Products Purchasing	2
OP Credit 12	Office Paper Purchasing	2
OP Credit 13	Vendor Code of Conduct	1
Tier Two	*Purchasing Tier Two Credits*	
1	Historically Underutilized Businesses	0.25
2	Local Businesses	0.25
Total		**7.5**

OP Credit 10: Computer Purchasing

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that are working to build a market for environmentally preferable computers.

2. CRITERIA

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available.

Part 2

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Each part of the credit is scored separately. Institutions may earn points based on the percentage of expenditures that are EPEAT Silver or Gold (Part 2) regardless of whether they earn points for having an institution-wide stated preference for purchasing such products (Part 1).

Part 1

0.5 points are awarded for having an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors.

Part 2

Institutions earn the maximum of 1.5 points available for this part of the credit for purchasing exclusively EPEAT Gold computers and monitors. Incremental points are available based on the percentage of purchased products that are EPEAT Silver or Gold. For example, an institution that purchased 50 percent EPEAT Gold and 50 percent non-certified computers and monitors would earn 0.75 points (half of the points available for this credit). Points earned for this part of the credit are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit *Points will be calculated automatically when data are entered in the STARS online reporting tool*							
EPEAT Registration Level	**Point Value per Level**	*Multiply*	**Expenditures on EPEAT Computers**	*Divide*	**Total Expenditures on Computers**	*Equals*	**Points**
Silver	1.0	×	_____	÷	_____	=	
Gold	1.5		_____				
Total points	⟶						

Scoring Example

Part 1

Example College has a purchasing policy directing the institution to purchase EPEAT Silver or higher computers.

Points earned = 0.5

Part 2

Example College spent **$100,000** on desktop and laptop computers last year. Of that, **$50,000** was spent on EPEAT Gold products, **$25,000** was spent on EPEAT Silver products, and $25,000 was spent on products that were not EPEAT registered.

EPEAT Registration Level	Point Value per Level	*Multiply*	Expenditures on EPEAT Computers	*Divide*	Total Expenditures on Computers	*Equals*	Points
Silver	1.0		25,000				0.25
Gold	1.5	×	50,000	÷	100,000	=	0.75
Total points							1.0

Total Points Earned

       Part 1 = 0.5

       Part 2 = 1.0

        Total = 1.5 points

5. REPORTING FIELDS

Required
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional
Required if the institution claims points for **Part 1**:
- □ The website URL where the EPEAT policy, directive, or guidelines are posted
- □ A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed

Required if the institution claims points for **Part 2:**
- □ Expenditures on EPEAT Gold desktop and laptop computers and monitors (US/Canadian dollars)
- □ Expenditures on EPEAT Silver desktop and laptop computers and monitors (US/Canadian dollars)
- □ Total expenditures on desktop and laptop computers and monitors (US/Canadian dollars)

Optional
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Part 1
Report on current policies, directives, or guidelines.

Part 2
Report the most recent data available.

Sampling and Data Standards
Part 1
Report on purchasing policies, directives, or guidelines that apply to the entire institution.

Part 2
Institutions may track purchases over a one-year time period or take a representative sample to determine the EPEAT level of computer purchases. When using a sample, institutions should strive to ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

7. STANDARDS AND TERMS

EPEAT

[Electronic Products Environmental Assessment Tool](#) (EPEAT), administered by the Green Electronics Council, is a certification for computers. The standard's evaluation criteria include: energy efficiency, reduction and elimination of environmentally sensitive materials, materials selection, design for end-of-life, product longevity and life cycle extension, end-of-life management, corporate performance, and packaging characteristics.   EPEAT certified products are available throughout the United States and Canada.

OP Credit 11: Cleaning Products Purchasing

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that purchase green cleaning products. Many traditional cleaning products contain toxins that harm human health and the environment. Exposure impacts are pronounced for cleaning staff and individuals with chemical sensitivities.

2. CRITERIA

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Each part of the credit is scored separately. Institutions may earn points based on the percentage of expenditures on cleaning products that are Green Seal or EcoLogo certified (Part 2), regardless of whether they earn points for having an institution-wide stated preference for purchasing such products (Part 1).

Part 1

0.5 points are awarded for having an institution-wide stated preference to purchase Green Seal and/or EcoLogo certified cleaning products.

Part 2

Up to 1.5 points are awarded for purchasing Green Seal or EcoLogo certified green cleaning products.

Institutions earn the maximum of 1.5 points available for this part of the credit by purchasing exclusively Green Seal and/or EcoLogo certified cleaning products. Incremental points are available based on the percentage of purchased products that are certified. For example, if 50 percent of cleaning product expenditures were on Green Seal certified products, an institution would earn 0.75 points (half of the points available for this credit). Points earned are calculated according to the following table:

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

Factor	Multiply	Expenditures on Certified Green Cleaning Products	Divide	Total Expenditures on Cleaning Products	Equals	Points Earned
1.5	×	_____	÷	_____	=	

Scoring Example

Part 1
Example Community College has a purchasing policy directing the institution to purchase Green Seal certified cleaning products.

Points earned = 0.50 points

Part 2
Example Community College spent $1,000 on cleaning products last year. Of that, $850 was spent on Green Seal certified products.

Factor	Multiply	Expenditures on Certified Green Cleaning Products	Divide	Total Expenditures on Cleaning Products	Equals	Points Earned
1.5	×	850	÷	1,000	=	**1.28**

Total Points Earned
Part 1 = 0.50
Part 2 = 1.28
Total = 1.78 points

5. REPORTING FIELDS

Required

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional

Required if the institution claims points for **Part 1:**

- □ The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted
- □ A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed

Required if the institution claims points for **Part 2:**

- □ Expenditures on Green Seal and/or EcoLogo certified cleaning products (US/Canadian dollars)
- □ Total expenditures on cleaning products (US/Canadian dollars)

Optional

- □ A copy of the sections of the cleaning contract(s) that reference certified green products
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Part 1

Report on current policies, directives, or guidelines.

Part 2

Report the most recent data available.

Sampling and Data Standards

Part 1

Report on purchasing policies, directives, or guidelines that apply to the entire institution.

Part 2

Include purchases made by all major housekeeping or cleaning departments, including outsourced or contracted service providers.

Institutions may track purchases over a one-year time period or take a representative sample to determine the percentage of expenditures on cleaning products that are certified green. When using a sample, institutions should strive to ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

7. STANDARDS AND TERMS

EcoLogo

The EcoLogo Program is a multi-attribute environmental standard that meets the ISO 14024 standards for eco-labeling. More information about EcoLogo is available at www.ecologo.org.

The following EcoLogo standards cover cleaning products
- **CCD-110: Cleaning and Degreasing Compounds - Biologically-based**
  http://www.ecologo.org/en/seeourcriteria/details.asp?ccd_id=335

- **CCD-146: Hardsurface Cleaners**
  http://www.ecologo.org/en/seeourcriteria/details.asp?ccd_id=371

- **CCD-148: Carpet and Upholstery Cleaners**
  http://www.ecologo.org/en/seeourcriteria/details.asp?ccd_id=373

Green Seal

Green Seal is a multi-attribute environmental standard that meets the ISO 14024 standards for eco-labeling. More information about Green Seal, including a list of certified products, is available at www.greenseal.org.

The following Green Seal standard covers cleaning products
- **Green Seal Environmental Standard for Industrial and Institutional Cleaners - GS-37**
  www.greenseal.org/certification/gs37_iicleaners.cfm.

OP Credit 12: Office Paper Purchasing

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that are using their purchasing power to support markets for environmentally preferable office paper.

2. CRITERIA

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper.

Part 2

Institution purchases recycled content office paper.

APPLICABILITY

This credit applies to all institutions.

SCORING

Each part of the credit is scored separately. Institutions may earn points based on the percentage of office paper expenditures that are made with recycled content (Part 2), regardless of whether they earn points for having an institution-wide stated preference for purchasing such products (Part 1).

Part 1

0.5 points are awarded for having an institution-wide stated preference to purchase recycled-content office paper.

Part 2

Up to 1.5 points are awarded for purchasing recycled-content office paper.

Institutions earn the maximum of 1.5 points available for this part of the credit by purchasing exclusively 100 percent, post-consumer, recycled content office paper. Incremental points are available based on the percentage of recycled content paper purchased. For example, if 50 percent of all paper purchased was 100 percent recycled-content, institutions would earn 0.75 points (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit							
Points will be calculated automatically when data are entered in the STARS online reporting tool							
Percentage of Recycled Content	**Point Value per Level**	*Multiply*	**Expenditures on Specified Level of Recycled Content Office Paper**	*Divide*	**Total Expenditures on Office Paper**	*Equals*	**Points**
10-29	0.3		_____				
30-49	0.6		_____				
50-69	0.9	×	_____	÷	_____	=	
70-89	1.2		_____				
90 - 100	1.5		_____				
Total points	→						

Scoring Example

Part 1

Example College has a purchasing policy directing the institution to purchase recycled-content office paper.

Points earned = 0.50 points

Part 2

Example College purchased **$10,000** worth of office paper last year. Of that, **$5,000** was spent on 100 percent recycled-content paper, **$2,500** was spent on 35 percent recycled-content paper, and $2,500 was spent on non recycled-content paper.

Percentage of Recycled Content	Point Value per Level	Multiply	Expenditures on Specified Level of Recycled Content Office Paper	Divide	Total Expenditures on Office Paper	Equals	Points
10-29	0.3		0				--
30-49	0.6		$2,500				0.15
50-69	0.9	×	0	÷	$10,000	=	--
70-89	1.2		0				--
90 – 100	1.5		$5,000				0.75
Total points							0.90

Total Points Earned

       Part 1 = 0.50

       Part 2 = 0.90

        Total = 1.40 points

REPORTING FIELDS

Required

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional

Required if the institution claims points for **Part 1**:

□ The URL where the recycled paper policy, directive, or guidelines are posted
□ A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed

Required if the institution claims points for **Part 2**:

□ Total expenditures on office paper (US/Canadian dollars)
□ Expenditures on 10-29 percent recycled-content office paper (US/Canadian dollars)
□ Expenditures on 30-49 percent recycled-content office paper (US/Canadian dollars)
□ Expenditures on 50-69 percent recycled-content office paper (US/Canadian dollars)
□ Expenditures on 70-89 percent recycled-content office paper (US/Canadian dollars)
□ Expenditures on 90-100 percent recycled-content office paper (US/Canadian dollars)

Optional

□ Notes about the submission

6. MEASUREMENT

Timeframe

Part 1

Report on current policies, directives, or guidelines.

Part 2

Report the most recent data available.

Sampling and Data Standards

Part 1

Report on purchasing policies, directives or guidelines that apply to the entire institution.

Part 2

Institutions may track purchases over a one-year time period or take a representative sample to determine the recycled content of office paper purchased. When using a sample, institutions should strive to ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

7. STANDARDS AND TERMS

Not applicable

OP Credit 13: Vendor Code of Conduct

1 point available

1. CREDIT RATIONALE

This credit recognizes institutions that have taken proactive steps to ensure that their vendors meet minimum standards of environmental and social responsibility.

2. CRITERIA

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business.

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn 1 point for meeting the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required

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

OR

- □ A copy of the vendor code of conduct or equivalent policy

- □ A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report on current policies or the equivalent.

Sampling and Data Standards

Report on purchasing policies that apply to the entire institution.

7. STANDARDS AND TERMS

Not applicable

Purchasing Tier Two Credits

0.5 points available
(0.25 points available for each Tier Two credit earned)

1: Historically Underutilized Businesses

0.25 points available

Criteria

Institution seeks to support historically underutilized businesses, minority-owned businesses, and women-owned businesses. This could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of how the institution meets the criteria
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program, policy, or practice is available
- □ Notes about the submission

2: Local Businesses

0.25 points available

Criteria

Institution gives preference to local products and businesses in its purchasing decisions. Local food purchases, which are covered by *OP Credit 6: Food Purchasing*, are not included in this credit.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program, policy, or practice is available
- □ Notes about the submission

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. Furthermore, at times these activities are accompanied by human rights abuses and the profits from fossil fuel purchases may support hostile and/or repressive governments. At the same time, campuses can reap benefits from implementing sustainable changes to their transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses better manage storm water. Also, institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Transportation		
Credit Number	**Credit Title**	**Possible Points**
OP Credit 14	Campus Fleet	2
OP Credit 15	Student Commute Modal Split	4
OP Credit 16	Employee Commute Modal Split	3
Tier Two	*Transportation Tier Two Credits*	
1	Bicycle Sharing	0.25
2	Facilities for Bicyclists	0.25
3	Bicycle Plan	0.25
4	Mass Transit	0.25
5	Condensed Work Week	0.25
6	Telecommuting	0.25
7	Carpool Matching	0.25
8	Cash-out of Parking	0.25
9	Carpool Discount	0.25
10	Local Housing	0.25
11	Prohibiting Idling	0.25
12	Car Sharing	0.25
	Total	**12**

OP Credit 14: Campus Fleet

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that use cleaner fuels, fuel efficient vehicles, and/or multi-passenger vehicles. Institutions can help shape markets by creating demand for more efficient vehicles and cleaner fuels.

2. CRITERIA

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

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Hydrogen fueled
- F. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
- G. Fueled with E85 or higher ethanol for more than 6 months of the year.

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

APPLICABILITY

This credit applies to all institutions that have a motorized vehicle fleet.

SCORING

Institutions earn the maximum of 2 points for this credit when all vehicles in their fleets are alternatively fueled and/or powered. Incremental points are available for using alternative fuels in some vehicles and/or having some alternatively powered vehicles. For example, an institution for which gasoline-electric hybrid vehicles comprise 50 percent of the total fleet would earn 1 point (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit _Points will be calculated automatically when data are entered in the STARS online reporting tool_						
Factor	_Multiply_	**Number of Vehicles that Meet a Criterion (A-G) for Power or Fuel Type**	_Divide_	**Total Number of Vehicles in Fleet**	_Equals_	**Total Points**
2	×	_____	÷	_____	=	

Scoring Example

Example Community College has a motorized fleet of 100 vehicles. Of those vehicles:

- 10 are gasoline-electric hybrids (A)
- 5 are 100 percent electric (D)
- 30 are fueled with E85 ethanol year-round (G)

Number of vehicles that meet a criterion (A-G) = 10 + 5 + 30 = 45

Factor	*Multiply*	Number of Vehicles that Meet a Criterion (A-G) for Power or Fuel Type	*Divide*	Total Number of Vehicles in the Fleet	*Equals*	Total Points
2	×	45	÷	100	=	**0.90**

5. REPORTING FIELDS

Required

- □ Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet
- □ Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet
- □ Plug-in hybrid vehicles in the institution's fleet
- □ 100 percent electric vehicles in the institution's fleet
- □ Hydrogen fueled vehicles in the institution's fleet
- □ Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year
- □ Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year
- □ Total number of vehicles in the institution's fleet, including all of the above
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on the most recent data available.

Sampling and Data Standards
Include all vehicles that are part of the institution's fleet.   Reporting on a sample of vehicles is not allowed for this credit.

7. STANDARDS AND TERMS
Not applicable

OP Credit 15: Student Commute Modal Split

4 points available

1. CREDIT RATIONALE

This credit recognizes institutions where students use preferable modes of transportation to travel to and from the institution. Commute modal split is a common measure used to evaluate the sustainability performance of a transportation system.

2. CRITERIA

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

3. APPLICABILITY

This credit applies to all institutions where students report to campus.

4. SCORING

Institutions earn the maximum 4 points for this credit by having all students use alternative modes of transportation for getting to and from campus. Incremental points are available based on the percentage of students that use alternative modes. For example, an institution for which 50 percent of students use alternative modes and the other 50 percent drive alone would earn 2 points (half of the available points for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit				
Points will be calculated automatically when data are entered in the STARS online reporting tool				
Factor	*Multiply*	**Portion of Student Body that Does not Commute by Driving Alone**	*Equals*	**Total Points**
4	×	_____	=	

Scoring Example

Example University students have the following commuting composition:
- 30 percent live on campus (and, therefore, do not drive alone to commute)
- 15 percent walk, bike, or use non-motorized transportation
- 20 percent take campus shuttles or public transportation
- 5 percent carpool

Total percentage using alternatives to single-occupancy vehicle commuting = 30 + 15 + 20 + 5 = 70 = **0.70**

Factor	*Multiply*	Portion of Student Body that Does not Commute by Driving Alone	*Equals*	Total Points
4	×	0.70	=	**2.8**

5. REPORTING FIELDS

Required
- □ The percentage of institution's students that walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents
- □ The percentage of institution's students that van or carpool as their primary method of transportation
- □ The percentage of institution's students that take a campus shuttle or public transportation as their primary method of transportation
- □ The percentage of institution's students that drive alone as their primary method of transportation
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about alternative transportation is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report the most recent data available.

Sampling and Data Standards

Institutions may use a representative sample to gather data about student commuting behavior. The South Coast Air Quality Management District in California provides guidelines on how to measure commuting behavior (pdf).

7. STANDARDS AND TERMS

Not applicable

OP Credit 16: Employee Commute Modal Split

3 points available

1. CREDIT RATIONALE

This credit recognizes institutions where employees use preferable modes of transportation to travel to and from the institution. Commute modal split is a common measure used to evaluate the sustainability performance of a transportation system.

2. CRITERIA

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn the maximum of 3 points for this credit by having all employees use alternative modes of transportation for getting to and from campus.   Incremental points are available based on the percentage of employees that use alternative modes. For example, an institution for which 50 percent of employees use alternative modes and the other 50 percent drive alone would earn 1.5 points (half of the available points for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit				
Points will be calculated automatically when data are entered in the STARS online reporting tool				
Factor	*Multiply*	**Percentage of Employees Who Do Not Commute by Driving Alone**	*Equals*	**Total Points**
3	×	_____	=	

Scoring Example

Example University employees have the following commuting composition:
- 10 percent walk, bike, or use non-motorized transportation
- 30 percent take campus shuttles or public transportation
- 15 percent carpool

Total percentage using non-single-occupancy vehicle commuting = 10 + 30 + 15 = 55 percent = **0.55**

Factor	*Multiply*	Percentage of Employees Who Do Not Commute by Driving Alone	*Equals*	Total Points
3	×	0.55	=	**1.65**

5. REPORTING FIELDS

Required
- □ The percentage of institution's employees that walk, bicycle, or use other non-motorized means as their primary method of transportation
- □ The percentage of institution's employees that van or carpool as their primary method of transportation
- □ The percentage of institution's employees that take a campus shuttle or public transportation as their primary method of transportation
- □ The percentage of institution's employees that drive alone as their primary method of transportation
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about alternative transportation is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report the most recent data available.

Sampling and Data Standards

Institutions may use a representative sample to gather data about student commuting behavior. The South Coast Air Quality Management District provides guidelines on how to measure commuting behavior (pdf).

7. STANDARDS AND TERMS

Not applicable

Transportation Tier Two Credits

3.0 points available
(0.25 points available for each Tier Two credit earned)

1: Bicycle Sharing

0.25 points available

Criteria

Institution has a bicycle-sharing program or participates in a local bicycle-sharing program.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program, policy, or practice is available
- □ Notes about the submission

2: Facilities for Bicyclists

0.25 points available

Criteria

Institution has indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program, policy, or practice is available
- □ Notes about the submission

3: Bicycle Plan

0.25 points available

Criteria

Institution has developed a bicycle plan.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □   An indication of whether the institution meets this credit
- □   A brief description of the plan
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the plan is available
- □   Notes about the submission

4: Mass Transit

0.25 points available

Criteria

Institution offers free or reduced price transit passes and/or operates a free campus shuttle.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □   An indication of whether the institution meets this credit
- □   A brief description of the program
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the program is available
- □   Notes about the submission

5: Condensed Work Week

0.25 points available

Criteria

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

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program is available
- □ Notes about the submission

6: Telecommuting

0.25 points available

Criteria

Institution offers a tele-commute program for employees.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program is available
- □ Notes about the submission

7: Carpool Matching

0.25 points available

Criteria

Institution has a carpool matching program.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program is available
- □ Notes about the submission

8: Cash-out of Parking

0.25 points available

Criteria

Institution allows commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work).

Applicability

This credit applies to all institutions that have parking spaces.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program is available
- □ Notes about the submission

9: Carpool Discount

0.25 points available

Criteria

Institution offers reduced parking fees for car and van poolers.

Applicability

This credit applies to all institutions that have parking spaces.

Reporting Fields

Required
- □   An indication of whether the institution meets this credit
- □   A brief description of the program
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the program is available
- □   Notes about the submission

10: Local Housing

0.25 points available

Criteria

Institution has incentives or programs to encourage employees to live close to campus.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □   An indication of whether the institution meets this credit
- □   A brief description of the incentives or programs
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the incentives or programs is available
- □   Notes about the submission

11: Prohibiting Idling

0.25 points available

Criteria

Institution has adopted a policy prohibiting idling.

Applicability

This credit applies to all institutions located in communities that have not prohibited idling.

Reporting Fields

Required
- □   An indication of whether the institution meets this credit
- □   A brief description of the policy
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the policy is available
- □   Notes about the submission

12: Car Sharing

0.25 points available

Criteria

Institution participates in a car sharing program, such as ZipCar or HourCar.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □   An indication of whether the institution meets this credit
- □   A brief description of the program
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the program, policy, or practice is available
- □   Notes about the submission

Waste

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

Waste		
Credit Number	**Credit Title**	**Possible Points**
OP Credit 17	Waste Reduction	5
OP Credit 18	Waste Diversion	3
OP Credit 19	Construction and Demolition Waste Diversion	1
OP Credit 20	Electronic Waste Recycling Program	1
OP Credit 21	Hazardous Waste Management	1
Tier Two	*Waste Tier Two Credits*	
1	Materials Exchange	0.25
2	Limiting Printing	0.25
3	Materials Online	0.25
4	Chemical Reuse Inventory	0.25
5	Move-In Waste Reduction	0.25
6	Move-Out Waste Reduction	0.25
	Total	**12.5**

OP Credit 17: Waste Reduction

5 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have reduced waste generation over time. While other credits recognize the benefits of recycling, this credit acknowledges that reducing the use of materials in the first place and decreasing the total amount of materials discarded offers significant environmental benefits.

2. CRITERIA

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline. (See *Section 7: Standards and Terms,* below, for a description of weighted campus users).

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program,* and *OP Credit 21: Hazardous Materials Management*.

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn maximum points 5 points available for this credit by reducing waste generation by 50 percent or more compared to a 2005 baseline. Incremental points are available based on the percentage reduction achieved. For example, an institution that reduced total waste generation by 25 percent would earn 2.5 points (half of the points available for this credit).

STARS awards positive only points; points will not be deducted if waste generation increases rather than decreases during the time period.

Points earned are calculated as follows. Please note that users do not have to calculate the number of points earned themselves; points earned will be calculated automatically when the data listed under Section 5: Reporting Fields is entered in the online reporting tool.

$$\text{Points Earned} = 10 \times \{ [(A/B) - (C/D)] / (A/B) \}$$

A = Total waste generation [garbage + recycling + compost] in the 2005 baseline year

B = Weighted campus users in the 2005 baseline year

C = Total waste generation [garbage + recycling + compost] in the performance year (most recent year for which data are available)

D = Weighted campus users in the performance year (most recent year for which data are available)

Scoring Example

The following data describe Example University:

A. 2005 Waste Generation:
- Tons of materials recycled = 1,000
- Tons of materials composted = 350
- Tons of materials disposed as garbage = 650

Total 2005 Waste Generation = 1,000 + 350 + 650 = <u>2,000 tons</u>

B. 2005 Population:
- On-campus residents = 2,000
- Non-residential, full-time students and employees = 3,000
- Non-residential, part-time students and employees = 500

2005 Weighted Campus Users = (1 × 2,000) + (0.75 × 3,000) + (0.5 × 500)
$$= 2,000 + 2,250 + 250$$
$$= \underline{4,500}$$

C. Performance Year Waste Generation:
- Tons of materials recycled = 1,000
- Tons of materials composted = 450
- Tons of materials disposed as garbage = 500
- Total Waste Generation = 1,000 + 450 + 500 = <u>1,950 tons</u>

D. Performance Year Population:
- On-campus residents = 2,500
- Non-residential, full-time students and employees = 3,000
- Non-residential, part-time students and employees = 500

Weighted Campus Users = (1 × 2,500) + (0.75 × 3,000) + (0.5 × 500)
$$= 2,500 + 2,250 + 250$$
$$= \underline{5,000}$$

Calculating Points Earned
Points Earned = 10 × { [(A/B) - (C/D)] / (A/B) }
$$= 10 × \{ [(2,000/4,500) - (1,950/5,000)] / (2,000/4,500) \}$$
$$= 10 × \{ [0.44 - 0.39] / 0.44 \}$$
$$= 10 × \{ 0.054 / 0.44 \}$$
$$= 10 × 0.1215$$
$$= \textbf{\underline{1.22 points}}$$

5. REPORTING FIELDS

Required

- □ Weight of materials recycled, 2005 baseline year (tons)
- □ Weight of materials composted, 2005 baseline year (tons)
- □ Weight of materials disposed as garbage, 2005 baseline year (tons)
- □ Weight of materials recycled, performance year (tons)
- □ Weight of materials composted, performance year (tons)
- □ Weight of materials disposed as garbage, performance year (tons)
- □ Figures needed to determine the number of "Weighted Campus Users" during the baseline year:
  - o On-campus residents, 2005
  - o Full-time, non-residential/commuter students, faculty, and staff members, 2005
  - o Part-time, non-residential/commuter students, faculty, and staff members, 2005
- □ Figures needed to determine the number of "Weighted Campus Users" during the performance period:
  - o On-campus residents, performance year
  - o Non-residential/commuter full-time students, faculty, and staff members, performance year
  - o Non-residential/commuter part-time students, faculty, and staff members, performance year
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where information about the institution's waste reduction initiatives is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Performance Period – Report the most recent annual waste generation data available. Institutions may choose the annual start and end dates that work best with the data they have (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period.

Report population figures from the same time period as the waste generation data. Institutions may use an annual average for each population group or the fall figures reported to IPEDS.

Baseline Year – Report data from the 2005 baseline 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 period that includes at least one month in 2005.

Report population figures from the same time period as the waste generation data. Institutions may use an annual average for each population group or the fall figures reported to IPEDS.

Sampling and Data Standards

To the extent possible, include all waste that was generated by the institution when reporting for this credit.

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.

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 that are used for the RecycleMania competition.

7. STANDARDS AND TERMS

Weighted Campus Users

Weighted campus users is a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus. STARS calculates the figure according to the following formula.

> *Weighted Campus Users = (1 × number of on-campus residents) + (0.75 × number of non-residential or commuter full-time students, faculty, and staff members) + (0.5 × number of non-residential or commuter part-time students, faculty, and staff members)*

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 an otherwise comparable non-residential institution since students' residential impacts and consumption would be included in the institution's totals.

The following three STARS credits use Weighted Campus User.
- *OP Credit 5: Greenhouse Gas Emissions Reduction*
- *OP Credit 17: Waste Reduction*
- *OP Credit 22: Water Consumption*

OP Credit 18: Waste Diversion

3 points available

1. CREDIT RATIONALE

This credit recognizes institutions that are reducing waste and conserving resources by recycling and composting waste.

2. CRITERIA

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

This credit does not include construction, demolition, electronic, hazardous, universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program,* and *OP Credit 21: Hazardous Materials Management*.

3. APPLICABILITY

This credit applies to all institutions

4. SCORING

Enter values as indicated below to calculate points earned for this credit						
Points will be calculated automatically when data are entered in the STARS online reporting tool						
Factor	*Multiply*	**Materials Recycled, Donated, or Otherwise Recovered**	*Divide*	**Total Amount of Waste Generated (Recycled + Disposed)**	*Equals*	**Total Points**
3	×	_____	÷	_____	=	

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		Scoring Example				

Last year Example College:
- Recycled 500 tons of materials
- Composted 50 tons of materials
- Disposed of 450 tons of materials as garbage

Materials recycled, donated or otherwise recovered = 500 + 50 = **550**
Total waste generated = 500 + 50 + 450 = **1,000**

Factor	*Multiply*	Materials Diverted from a Landfill	*Divide*	Total Amount of Waste Generated (Diverted + Disposed)	*Equals*	Total Points
3	×	550	÷	1,000	=	1.65

5. REPORTING FIELDS

Required
- □ Materials recycled, composted, reused, donated, re-sold, or otherwise diverted (tons)
- □ Materials disposed in a solid waste landfill or incinerator (tons)
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report the most recent waste generation data available.

Sampling and Data Standards

To the extent possible, include all waste that was generated by the institution (as the institution defines in the overall STARS institutional boundary) when reporting for this credit. If data for the entire campus and/or entire year are not available, institutions may use a representative sample.

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 that are used for the RecycleMania competition.

7. STANDARDS AND TERMS

Materials Diverted from Landfill or Incinerator

Materials diverted from the landfill or incinerator include any solid waste that was destined for disposal in a municipal waste landfill or incinerator but was diverted by recycling, composting, donating, re-selling, or reusing.

Materials Sent to Landfill or Incinerator

Materials sent to a landfill or incinerator include any solid waste that was sent for disposal in a municipal waste landfill or incinerator.

OP Credit 19: Construction and Demolition Waste Diversion

1 point available

1. CREDIT RATIONALE

This credit recognizes institutions that have diverted construction and demolition (C&D) wastes. Construction and demolition is a significant source of waste that falls outside of an institution's standard waste stream and may be handled by a separate contractor or waste hauler.

2. 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.

3. APPLICABILITY

This credit applies to all institutions with major construction and/or demolition projects.

4. SCORING

Enter values as indicated below to calculate points earned for this credit						
Points will be calculated automatically when data are entered in the STARS online reporting tool						
Factor	*Multiply*	**C&D Waste Recycled, Donated, or Otherwise Recovered**	*Divide*	**Total Amount of Waste Generated (Recycled + Disposed)**	*Equals*	**Total Points**
1	×	_____	÷	_____	=	

Scoring Example

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 disposed of as garbage

Materials recycled, donated or otherwise recovered = 50 + 10 = **60**
Total waste generated = 50 + 10 + 40 = **100**

Factor	Multiply	C&D Materials Recycled, Donated, or Otherwise Recovered	Divide	Total Amount of Waste Generated (Recycled + Disposed)	Equals	Total Points
1	×	60	÷	100	=	**0.60**

5. REPORTING FIELDS

Required

□ Amount of construction and demolition materials recycled, donated, or otherwise recovered (tons)

□ Amount of construction and demolition materials landfilled or incinerated (tons)

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

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

□ Notes about the submission

6. MEASUREMENT

Timeframe
Report on the most recent data available.

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS

Not applicable

OP Credit 20: Electronic Waste Recycling Program

1 point available

1. CREDIT RATIONALE

This credit recognizes institutions that have e-waste recycling and/or reuse programs. E-waste typically contains toxic components, such as lead and mercury, that can contaminate soil and groundwater, and have detrimental human health impacts if handled improperly. At the same time, e-waste contains components that can be recycled. Likewise, computers, cellular phones, and other electronic materials can be donated or re-sold at reduced cost to non-profit organizations and community groups. Given the environmental and workplace health hazards that arise from electronic waste recycling, this credit is reserved for programs that take steps to ensure that workers' basic safety is protected and environmental standards are met.

2. CRITERIA

Part 1

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

Part 2

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

3. APPLICABILITY

This credit applies to all institutions

4. SCORING

Each part of the credit is scored separately.

Part 1

Institutions earn 0.5 points for meeting the criteria outlined above.

Part 2

Institutions earn 0.5 points for meeting the criteria outlined above.

5. REPORTING FIELDS

Required

- □ A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Required if the institution claims points for **Part 1**:
- □ A brief description of the electronic waste recycling program for institution-generated materials

Required if the institution claims points for **Part 2**:
- □ A brief description of the electronic waste recycling program for student-generated materials

Optional
- □ The website URL where information about the e-waste recycling program is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on current programs and offerings.

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS
Not applicable

OP Credit 21: Hazardous Waste Management

1 point available

1. CREDIT RATIONALE

This credit recognizes institutions that seek to minimize and safely dispose of all hazardous, universal, and non-regulated chemical waste. These waste streams can be particularly dangerous to human health and wildlife.

2. CRITERIA

Institution safely disposes of all hazardous, universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn 1 point for meeting the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required

- □ A brief description of steps taken to reduce hazardous, universal, and non-regulated chemical waste
- □ A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where information about hazardous materials management is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report on current programs and offerings.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

Waste Tier Two Credits

1.5 points available
(0.25 points available for each Tier Two credit earned)

1: Materials Exchange
0.25 points available

Criteria
Institution has a surplus department or formal office supplies exchange program that facilitates reuse of materials.

Applicability
This credit applies to all institutions.

Reporting Fields
Required
- □   An indication of whether the institution meets this credit
- □   A brief description of the program
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the program is available
- □   Notes about the submission

2: Limiting Printing
0.25 points available

Criteria
Institution limits free printing for students in all computer labs and libraries.

Applicability
This credit applies to all institutions.

Reporting Fields
Required
- □   An indication of whether the institution meets this credit
- □   A brief description of how printing is limited
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the program, policy, or practice is available
- □   Notes about the submission

3: Materials Online

0.25 points available

Criteria

Institution's default is to not print course catalogs, course schedules, and directories, but instead make these materials available online.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the practice
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the practice is available
- □ Notes about the submission

4: Chemical Reuse Inventory

0.25 points available

Criteria

Institution has implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals.

Applicability

This credit applies to institutions with laboratories that use chemicals.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the practice is available
- □ Notes about the submission

5: Move-In Waste Reduction

0.25 points available

Criteria

Institution has a program to reduce residence hall move-in waste

Applicability

This credit applies to institutions that have residence halls.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program is available
- □ Notes about the submission

6: Move-Out Waste Reduction

0.25 points available

Criteria

Institution has a program to reduce residence hall move-out waste

Applicability

This credit applies to all institutions that have residence halls.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program is available
- □ Notes about the submission

Water

This subcategory recognizes institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, freshwater is a finite resource, so conservation and effective stormwater management are important in maintaining and protecting groundwater supplies.

Water		
Credit Number	**Credit Title**	**Possible Points**
OP Credit 22	Water Consumption	7
OP Credit 23	Stormwater Management	2
Tier Two	*Water Tier Two Credits*	
1	Waterless Urinals	0.25
2	Building Water Metering	0.25
3	Non-Potable Water Usage	0.25
4	Xeriscaping	0.25
5	Weather-Informed Irrigation	0.25
	Total	**10.25**

OP Credit 22: Water Consumption

7 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have reduced water consumption.

2. CRITERIA

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn maximum points for this credit by achieving a 30 percent or larger reduction in total water consumption per weighted campus user compared to a 2005 baseline. Incremental points are awarded for smaller reductions. For example, an institution that reduced consumption by 15 percent would earn 3.5 points (half of the possible points for this credit).

STARS awards only positive points; points will not be deducted if water consumption per weighted campus user increased rather than decreased during the time period.

Points earned are calculated according to the formula below. Please note that users do not have to calculate the number of points earned themselves; points earned will be calculated automatically when the data listed under *Section 5: Reporting Fields* is entered in the online reporting tool.

$$\text{Points Earned} = 23\tfrac{1}{3} \times \left\{ \left[(A/B) - (C/D) \right] / (A/B) \right\}$$

A =   Water consumed in the 2005 baseline year

B =   Weighted campus users in the 2005 baseline year

C=   Water consumed, performance year (most recent year for which data are available)

D=   Weighted campus users, performance year (most recent year for which data are available)

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Scoring Example

Example College
- Consumed 1,000,000 gallons of water in 2005 (A)
- Had 2,000 weighted campus users in 2005 (B)
- Consumed 900,000 gallons of water in 2008 (C)
- Had 2,000 weighted campus users in 2008 (D)

Points Earned = 23 ⅓ × { [(A/B) - (C/D)] / (A/B) }
            = 23 ⅓ × { [(1,000,000/2,000) - (9,000,000/2,000)] / (9,000,000/2,000) }
            = 23 ⅓ × { [500 - 450] / 500 }
            = 23 ⅓ × 50 / 500
            = 23 ⅓ × 0.10
            = **2 ⅓ points**

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5. REPORTING FIELDS

Required

□ Water consumption, 2005 baseline year (gallons)
□ Water consumption, performance year (gallons)
□ Figures used to determine "Weighted Campus Users" during the baseline year:
  o On-campus residents, 2005
  o Full-time, non-residential/commuter students, faculty, and staff members, 2005
  o Part-time, non-residential/commuter students, faculty, and staff members, 2005
□ To determine "Weighted Campus Users" during the performance period:
  o On-campus residents, performance year
  o Non-residential/commuter full-time students, faculty, and staff members, performance year
  o Non-residential/commuter part-time students, faculty, and staff members, performance year
□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

□ The website URL where information about the institution's water conservation initiatives is available
□ Notes about the submission

6. MEASUREMENT

Timeframe

Performance Period – Report the most recent annual water consumption data available. Institutions may choose the annual start and end dates that work best with the data they have (e.g., fiscal or calendar year) as long as data are reported from a consecutive 12-month period.

Report population figures from the same time period as the water consumption data. To measure population, institutions may use an average from throughout the period or fall figures reported to IPEDS.

Baseline Year – Report data from the 2005 baseline 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 period that includes at least one month in 2005.

To measure population, institutions may use an average from throughout the period or fall figures reported to IPEDS.

Sampling

To the extent possible, include all water that was consumed by the institution when reporting for this credit; reporting on a sample or sub-set of water consumption is not allowed.

If data on water consumption values are not available, institutions may work with their facilities department and water utility to estimate consumption figures based on billing totals.

7. STANDARDS AND TERMS

Weighted Campus Users

Weighted Campus Users is a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus. STARS calculates the figure according to the following formula.

> *Weighted Campus Users = (1 × number of on-campus residents) + (0.75 × number of non-residential or commuter full-time students, faculty, and staff members) + (0.5 × number of non-residential or commuter part-time students, faculty, and staff members)*

Weighted Campus Users 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 the students' residential impacts and consumption would be included in the institution's totals.

The following three STARS credits use Weighted Campus User:
- *OP Credit 5: Greenhouse Gas Emissions Reduction*
- *OP Credit 17: Waste Reduction*
- *OP Credit 22: Water Consumption*

OP Credit 23: Stormwater Management

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that implement policies and programs to reduce stormwater runoff and resultant water pollution. By decreasing stormwater runoff and treating stormwater on site, institutions can help replenish natural aquifers, reduce erosion impacts, and minimize water contamination.

2. CRITERIA

Part 1
Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

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

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Part 2
Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

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

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Each part of the credit is scored separately. Institutions may earn points for new construction and development policies (Part 1), regardless of whether they earn points for having a similar policy for ongoing campus operations (Part 2). Likewise, an institution that adopted a policy that covers both new construction and ongoing operations would earn both points.

Part 1
1 point is awarded for having a policy, plan, and/or strategies that meet the criteria outlined above.

Part 2
1 point is awarded for having a policy, plan, and/or strategies that meet the criteria outlined above.

5. REPORTING FIELDS

Required
- □ An indication if the institution has a policy, plan, and/or strategies to reduce stormwater runoff from new development projects
- □ An indication if the institution has a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations
- □ A brief description of the institution's stormwater management initiatives
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the institution's stormwater management initiatives, plan or policy is available
- □ An indication if the institution employs the following technologies or strategies (checkboxes) and a brief description of each
  - o Living or vegetated roofs
  - o Porous paving
  - o Retention ponds
  - o Stone swales
  - o Vegetated swales
  - o Other (please specify)
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on current policies, plans, and/or strategies.

Sampling and Data Standards
Report on policies, plans, and/or strategies employed throughout the campus.

7. STANDARDS AND TERMS

Stormwater Runoff
Stormwater runoff refers to water from precipitation that flows over land or impervious surfaces into bodies of water or sewer systems.

Water: Tier Two Credits

1.25 points available
(0.25 points available for each Tier Two credit earned)

1: Waterless Urinals

0.25 points available

Criteria

Institution uses at least one waterless urinal.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the technology employed
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the technology is available
- □ Notes about the submission

2: Building Water Metering

0.25 points available

Criteria

Institution has building-level water consumption meters for at least one building.

Applicability

This credit applies to all institutions that occupy at least one building entirely.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the water metering employed
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the practice is available
- □ Notes about the submission

3: Non-Potable Water Usage

0.25 points available

Criteria

Institution uses non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications.

Applicability

This credit applies to all institutions.

Reporting Fields

Required

- □ An indication of whether the institution meets this credit
- □ A brief description of the source of non-potable water and how it is used
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where information about the program, policy, or practice is available
- □ Notes about the submission

4: Xeriscaping

0.25 points available

Criteria

Institution uses xeriscape landscaping techniques, including the selection of drought tolerant plants.

Applicability

This credit applies to all institutions that have maintained grounds.

Reporting Fields

Required

- □ An indication of whether the institution meets this credit
- □ A brief description of the program or practice
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where information about the program or practice is available
- □ Notes about the submission

5: Weather-Informed Irrigation

0.25 points available

Criteria

Institution uses weather data or weather sensors to automatically adjust irrigation practices.

Applicability

This credit applies to all institutions that have irrigated grounds.

Reporting Fields

Required

- □ An indication of whether the institution meets this credit
- □ A brief description of how weather data or sensors are used
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where information about the practice is available
- □ Notes about the submission

Planning, Administration & Engagement

Coordination and Planning

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

Coordination and Planning		
Credit Number	**Credit Title**	**Possible Points**
PAE Credit 1	Sustainability Coordination	3
PAE Credit 2	Strategic Plan*	6
PAE Credit 3	Physical Campus Plan*	4
PAE Credit 4	Sustainability Plan	3
PAE Credit 5	Climate Plan	2
Total		**18**

* indicates the credit does not apply to all institutions

PAE Credit 1: Sustainability Coordination

3 points available

1. CREDIT RATIONALE

This credit recognizes institutions with active committees, offices, or coordinators charged by the administration or board of trustees to coordinate sustainability work on campus.

2. CRITERIA

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

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn 3 points for having a committee, office, or officer that meets the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional
Required if the institution is claiming points for having a sustainability committee:
- □ The charter or mission statement of the committee or a brief description of the committee's purview and activities
- □ Members of the committee, including affiliations

Required if the institution is claiming points for having a sustainability office:
- □ A brief description of the sustainability office
- □ The number of people employed in the sustainability office

Required if the institution is claiming points for having a sustainability coordinator:

- □ Sustainability coordinator's name
- □ Sustainability coordinator's position title
- □ A brief description of the sustainability coordinator's position

Optional

- □ The website URL where information about the sustainability committee is available
- □ The website URL where information about the sustainability officer is available
- □ The website URL where information about the sustainability office is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report on current sustainability committee composition and practices, office status, and/or coordinator position status.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

PAE Credit 2: Strategic Plan

6 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have made a formal, substantive commitment to sustainability by including it in their strategic plan. The strategic plan is the premier guiding document for an institution; it shapes the institution's priorities and guides budgeting and policy making. Including sustainability at a high level in the plan signals an institution's commitment to sustainability and may help infuse an ethic of environmental and social responsibility throughout the campus community.

2. CRITERIA

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

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

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

3. APPLICABILITY

This credit applies to all institutions that have a strategic plan or equivalent guiding document.

4. SCORING

Institutions earn the maximum of 6 points for including the economic, social, and environmental dimensions of sustainability at a high level in the strategic plan. Partial points are awarded as follows:
- 2 points for including the economic dimensions of sustainability at a high level
- 2 points for including the social dimensions of sustainability at a high level
- 2 points for including the environmental dimensions of sustainability at a high level

Credit Example: Including Sustainability at a High Level in the Strategic Plan

To earn this credit, an institution's strategic plan or equivalent guiding document must include sustainability at a high level.

Since the structure, format, and organization of strategic plans vary across institutions, "including sustainability at a high level" may take different forms at each institution. Here are a few examples of what including sustainability at a high level in a strategic plan may entail:

Example 1: A high-level goal about sustainability
Example University's strategic plan includes five highest-level goals. One of the goals is to become a model for sustainability, including the social, economic, and environmental dimensions of sustainability. The plan includes objectives and strategies for how it will meet this goal. Example University would earn 6 points for this credit.

Example 2: Sustainability incorporated throughout the plan
Example Community College's strategic plan includes numerous references to sustainability. While the highest-level objectives within the plan do not reference sustainability, there are many second-tier objectives that address the social, economic, and environmental dimensions of sustainability. Example Community College would earn 6 points for this credit.

5. REPORTING FIELDS

Required
- □   An indication of whether the institution meets this credit
- □   Year the strategic plan or equivalent was completed or adopted
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional
Required if the institution is claiming points for addressing the environmental dimensions of sustainability:
- □   A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability

Required if the institution is claiming points for addressing the social dimensions of sustainability:
- □   A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability

Required if the institution is claiming points for addressing the economic dimensions of sustainability:
- □   A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability

- □ The website URL where information about the strategic plan is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report on the institution's current and formally adopted strategic plan, amendment, or equivalent guiding document. A draft document is not eligible for this credit.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Strategic Plan

A strategic plan is the highest guiding document for an institution. A strategic plan 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.

PAE Credit 3: Physical Campus Plan

4 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have made a formal commitment to developing and maintaining their physical campuses with sustainability in mind by including the principle at a high level in their campus master plan. An institution's master plan shapes the development and maintenance of its physical campus. Incorporating sustainability into the campus master plan may help an institution realize sustainability objectives when making decisions about its facilities.

2. CRITERIA

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

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

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

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

3. APPLICABILITY

This credit applies to all institutions that have a physical campus plan or plans.

4. SCORING

Institutions earn 4 points for having a plan that meets the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required
- □ A brief description of how the physical campus plan or amendment includes sustainability
- □ The year the physical campus plan was developed or adopted
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where the physical campus plan is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on the institution's current physical campus plan or equivalent document.

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS
Not applicable

PAE Credit 4: Sustainability Plan

3 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have developed a comprehensive plan to move towards sustainability. Developing a sustainability plan provides an exceptional learning opportunity for an institution's stakeholders to use the campus as a laboratory and learn what it takes to become sustainable. A sustainability plan provides a road map for achieving sustainability and may help guide decision-making. Having measurable goals with corresponding timeframes may help motivate institutions to maintain their commitments to sustainability and implement sustainable practices.

There are benefits from formal and informal plans. A formally adopted plan signals institutional commitment to sustainability. An informal plan provides an avenue for sustainability advocates to articulate a bold sustainability vision and provides a framework for the institution to discuss its sustainability performance and goals.

2. CRITERIA

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

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

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn 3 points for having a sustainability plan that meets the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required
- □ A brief description of how multiple stakeholder groups were involved in developing the plan
- □ A brief description of the plan's measurable goals
- □ A brief description of how progress in meeting the plan's goals is measured
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where more information about the sustainability plan is available
- □ The year the plan was developed or last updated
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report on the institution's current sustainability plan.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

PAE Credit 5: Climate Plan

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have developed a formal strategy to reduce their greenhouse gas emissions. Adopting a formal plan indicates the institution's commitment to reducing its global warming impact. Since multiple facets of an institution's operations can help reduce emissions, developing a climate action strategy can help an institution realize its sustainability goals as well as climate targets.

2. CRITERIA

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

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn 2 points for this credit by having a plan that meets the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required
- □   A brief summary of the climate plan's long-term goals
- □   A brief summary of the climate plan's short-term goals
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   Year the climate plan was formally adopted or approved
- □   The website URL where information about the climate plan is available
- □   Notes about the submission

6. MEASUREMENT

Timeframe

Report on current plan status.   Plans that are in development but have not yet been formally adopted are not eligible for this credit.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. Higher education opens doors to opportunities that can help create a more equitable world. 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.   In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Diversity and Affordability		
Credit Number	**Credit Title**	**Possible Points**
PAE Credit 6	Diversity and Equity Coordination	2
PAE Credit 7	Measuring Campus Diversity Culture	2
PAE Credit 8	Support Programs for Under-Represented Groups	2
PAE Credit 9	Support Programs for Future Faculty	4
PAE Credit 10	Affordability and Access Programs	3
Tier Two	*Diversity and Affordability Tier Two Credits*	
1	Gender Neutral Housing	0.25
2	Employee Training Opportunities	0.25
3	Student Training Opportunities	0.25
	Total	**13.75**

PAE Credit 6: Diversity and Equity Coordination

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions with active committees, offices, or officers charged by the administration or board of trustees to coordinate diversity and equity work on campus.

2. CRITERIA

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn 2 points for having a committee, office, or officer that meets the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional

Required if the institution is claiming points for having a diversity and equity committee:
□ The charter or mission statement of the committee or a brief description of the committee's purview and activities
□ Members of the committee, including affiliations

Required if the institution is claiming points for having a diversity and equity office:
□ A brief description of the diversity office
□ The number of people employed in the diversity office

Required if the institution is claiming points for having a diversity and equity coordinator:
□ Diversity coordinator's name
□ Diversity coordinator's position title
□ A brief description of the diversity coordinator's position

- □ The website URL where information about the diversity and equity committee is available
- □ The website URL where information about the diversity and equity officer is available
- □ The website URL where information about the diversity and equity office is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report on current diversity and equity committee composition and practices, office status, and/or coordinator position status.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

PAE Credit 7: Measuring Campus Diversity Culture

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that systemically assess the diversity and equity culture on campus. Fostering an inclusive and welcoming campus culture is important to ensuring the academic and social success of all campus community members. In order to foster such a culture, it is helpful to gather information about campus stakeholders' personal experiences on campus to highlight strengths as well as areas for development.

2. CRITERIA

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

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

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn 2 points for having conducted a survey or assessment that meets the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required
- □ A brief description of the assessment(s)
- □ Year the assessment was last administered
- □ A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the assessment(s) is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report on the most recent assessment(s) conducted. Assessments must have been conducted during the past five years in order to qualify for this credit.

Sampling and Data Standards

Attitudes about diversity and equity may be measured using a representative survey.

7. STANDARDS AND TERMS

Not applicable

PAE Credit 8: Support Programs for Under-Represented Groups

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have programs in place to support under-represented groups on campus. Certain challenges accompany being a minority on campus. Schools can help maintain a diverse student body and help build diversity within academic disciplines by offering support programs to help individuals in under-represented groups thrive academically and socially.

2. CRITERIA

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

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

5. REPORTING FIELDS

Required

- □ A brief description of the programs sponsored by the institution to support under-represented groups within the student body
- □ A brief description of the programs sponsored by the institution to support under-represented groups within the faculty
- □ A brief description of the programs sponsored by the institution to support under-represented groups within the staff
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where more information about the programs in each of the three categories is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on current program offerings and status

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS
Not applicable

PAE Credit 9: Support Programs for Future Faculty

4 points available

1. CREDIT RATIONALE

This credit recognizes institutions that are taking steps to help build a more diverse faculty by supporting future faculty members from under-represented groups. Having a diverse faculty helps provide a rich learning experience for all students. Mentoring and other support programs encourage the participation of under-represented groups in higher education.

2. CRITERIA

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:
- Teaching fellowships or other programs to support terminal degree students from under-represented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral students from under-represented groups.

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn 4 points for this credit by administering or participating in a program that meets the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required
- ☐ A brief description of the institution's programs that help increase the diversity of higher education faculty
- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- ☐ The website URL where more information about the program(s) is available
- ☐ Notes about the submission

6. MEASUREMENT

Timeframe

Report on current program offerings and status.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

PAE Credit 10: Affordability and Access Programs

3 points available

1. CREDIT RATIONALE

This credit recognizes institutions that are implementing strategies to improve their accessibility and affordability. Achieving a college degree is a valuable tool in addressing inequity, but in order for higher education to help society move toward greater equity, schools must be accessible to low-income populations.

2. CRITERIA

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:
- Participation in federal TRIO programs
- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn 3 points for this credit by having programs or policies that meet the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required

- □ A brief description of the policies and programs the institution uses to improve its accessibility and affordability in the following categories:
  - o Participation in federal TRIO programs
  - o Policies and programs to minimize the cost of attendance for low-income students
  - o Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
  - o Programs to prepare students from low-income backgrounds for higher education
  - o Scholarships for low-income students
  - o Programs to guide parents of low-income students through the higher education experience
  - o Targeted outreach to recruit students from low-income backgrounds
  - o Other admissions policies or programs
  - o Other financial aid policies or programs
  - o Other policies and programs not covered above
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where information about programs in each of the areas listed above is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report on current programs, policies, and practices.

Sampling and Data Standards

In addition to institution-wide policies or programs, report on policies and programs pertaining to the institution's largest admissions group or student cohort (e.g., undergraduate students). Institutions may choose to include or omit programs and policies offered by smaller schools or departments within the institution.

7. STANDARDS AND TERMS

Not applicable

Diversity and Affordability Tier Two Credits

0.75 points available
(0.25 points available for each Tier Two credit earned)

1: Gender Neutral Housing

0.25 points available

Criteria

Institution offers housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice).

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the program, policy, or practice
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program, policy, or practice is available
- □ Notes about the submission

2: Employee Training Opportunities

0.25 points available

Criteria

Institution makes cultural competence trainings and activities available to all employees.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the cultural competence trainings and activities
- □ A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the trainings and activities are available
- □ Notes about the submission

3: Student Training Opportunities

0.25 points available

Criteria

Institution makes cultural competence trainings and activities available to all students.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the cultural competence trainings and activities
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the trainings and activities are available
- □ Notes about the submission

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

Human Resources		
Credit Number	**Credit Title**	**Possible Points**
PAE Credit 11	Sustainable Compensation	8
PAE Credit 12	Employee Satisfaction Evaluation	2
PAE Credit 13	Staff Professional Development in Sustainability	2
PAE Credit 14	Sustainability in New Employee Orientation	2
PAE Credit 15	Employee Sustainability Educators Program	5
Tier Two	*Human Resources Tier Two Credits*	
1	Childcare	0.25
2	Employee Wellness Program	0.25
3	Socially Responsible Retirement Plan	0.25
	Total	**19.75**

PAE Credit 11: Sustainable Compensation

8 points available

1. CREDIT RATIONALE

This credit recognizes institutions that take proactive steps to ensure that their lowest paid workers earn a sustainable compensation. Poverty, or the inability of current generations to meet their needs, is a sustainability challenge even in developed countries such as the United States and Canada. By providing employees sustainable wages, a university or college can enfranchise its entire workforce so that each individual can contribute positively and productively to the community.

2. CRITERIA

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

Student workers are not covered by this credit.

3. APPLICABILITY
This credit applies to all institutions.

Credit Note

Please note: while wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit.
- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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4. SCORING

Institutions earn the maximum 8 points available for this credit when all employees working on campus – both employees of the institution and those of contractors operating on site (e.g., maintenance crews, dining services employees) – receive sustainable compensation. Incremental points are available based on the percentage of employees that earn sustainable compensation. For example, if 75 percent of employees that work on campus earn sustainable compensation, an institution would earn 6 points (75 percent of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit *Points will be calculated automatically when data are entered in the STARS online reporting tool*						
Factor	*Multiply*	**Employees that the Institution Ensures Earn Sustainable Compensation**	*Divide*	**Total Number of Employees (Including Contractors)**	*Equals*	**Total Points**
8	×	_____	÷	_____	=	

Scoring Example						
Example Community College employs 750 individuals directly. In addition, contractors operating on campus employ 250 individuals. Example Community College updates its compensation policies annually to ensure that all of its employees earn enough to meet their basic needs. The institution does not have such guidelines for contractors.						
Total employees working on campus = **1,000** Employees the institution ensures earn sustainable compensation = **750**						
Factor	*Multiply*	**Employees that the Institution Ensures Earn Sustainable Compensation**	*Divide*	**Total Number of Employees (Including Contractors)**	*Equals*	**Total Points Earned**
8	×	750	÷	$1,000	=	6

5. REPORTING FIELDS

Required

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional

Required if the institution is claiming points for the institution's own employees:

□ A brief description of how the institution ensures that its lowest-paid workers receive sustainable compensation

□ The most recent year total compensation for the institution's lowest-paid workers was evaluated to ensure that it was sustainable

Required if the institution is claiming points for the employees of contractors operating on campus:

□ A brief description of how the institution ensures that the contractor's lowest-paid on-campus workers receive sustainable compensation

□ The most recent year total compensation for the contractors' lowest-paid workers was evaluated to ensure that it was sustainable

Optional

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

□ Notes about the submission

6. MEASUREMENT

Timeframe

Report on current compensation status and offerings

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

PAE Credit 12: Employee Satisfaction Evaluation

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that take an active interest in the satisfaction of their employees by conducting a regular survey of employee satisfaction. Surveying employees about job satisfaction helps institutions gauge their performance as an employer and can identify strengths as well as areas for development.

2. CRITERIA

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

3. APPLICABILITY
This credit applies to all institutions.

4. SCORING

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

5. REPORTING FIELDS

Required
- □ A brief description of the institution's methodology for evaluating employee satisfaction
- □ The year the employee satisfaction evaluation was last administered
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the institution's employee satisfaction evaluation process is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on the most recent employee satisfaction evaluation conducted

Sampling and Data Standards
Institutions may choose to use a representative sample to measure employee satisfaction.

7. STANDARDS AND TERMS
Not applicable

ER Credit 13: Staff Professional Development in Sustainability

2 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

Training for faculty members about incorporating sustainability into the curriculum, which is covered by *ER Credit 14: Incentives for Developing Sustainability Courses*, does not count for this credit.

3. APPLICABILITY
This credit applies to all institutions.

Credit Note

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

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4. SCORING

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

5. REPORTING FIELDS

□ A brief description of the sustainability trainings and professional development opportunities available to staff

□ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

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

□ Notes about the submission

6. MEASUREMENT

Timeframe

Report on current program status and offerings.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

ER Credit 14: Sustainability in New Employee Orientation

2 points available

1. CREDIT RATIONALE

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

2. CRITERIA

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

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

5. REPORTING FIELDS

Required
- □ A brief description of how sustainability is included in new employee orientation
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL for the information about sustainability in new employee orientation
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on current program status and offerings.

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS

Not applicable

ER Credit 15: Employee Sustainability Educators Program

5 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn the maximum of 5 points for this credit by having a peer-to-peer educator program that reaches all employees. Incremental points are available based on the percentage of employees served by the peer-to-peer educator program. For example, an institution with a program that serves 50 percent of all employees would earn 2.5 points (half of the points available for this credit). Points earned are calculated according to the following table:

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

Scoring Example

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

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

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

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

Factor	Multiply	Number of Employees Served by a Peer-to-Peer Outreach Program	Divide	Total Number of Employees	Equals	Total Points Earned
5	×	250	÷	500	=	2.5

5. REPORTING FIELDS

Required
- □ Name of program(s)
- □ A brief description of how the employee educators are selected
- □ A brief description of the formal training that the employee educators receive
- □ A brief description of the financial or other support the institution provides to the program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report on current program status and offerings.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

Human Resources Tier Two Credits

0.75 points available
(0.25 points available for each Tier Two credit earned)

1: Childcare

0.25 points available

Criteria

Institution has an on-site child care facility, partners with a local facility, and/or provides subsidies or financial support to help meet the child care needs of students, faculty, and staff.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the child care program, policy, or practice
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the program, policy, or practice is available
- □ Notes about the submission

2: Employee Wellness Program

0.25 points available

Criteria

Institution has an employee assistance or wellness program that provides counseling, referral, and well-being services to employees.

Applicability

This credit applies to all institutions.

Reporting Fields

Required

- □ An indication of whether the institution meets this credit
- □ A brief description of the employee wellness program, policy, or practice
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where information about the program, policy, or practice is available
- □ Notes about the submission

3: Socially Responsible Retirement Plan

0.25 points available

Criteria

Institution offers a socially responsible investment option for retirement plans.

Applicability

This credit applies to all institutions.

Reporting Fields

Required

- □ An indication of whether the institution meets this credit
- □ A brief description of the socially responsible investment option for retirement plans
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where information about the program, policy, or practice is available
- □ Notes about the submission

Investment

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

Investment		
Credit Number	**Credit Title**	**Possible Points**
PAE Credit 16	Committee on Socially Responsible Investment*	2
PAE Credit 17	Shareholder Advocacy*	5
PAE Credit 18	Positive Sustainability Investments*	9
Tier Two	*Investment Tier Two Credits*	
1	Student-Managed SRI Fund*	0.25
2	Socially Responsible Investment Policy*	0.25
3	Investment Disclosure*	0.25
	Total	**16.75**

*credit does not apply to all institutions

PAE Credit 16: Committee on Socially Responsible Investment

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions with an established and active committee on investor responsibility (CIR) with multi-stakeholder representation. Establishing a CIR provides a structure for fostering dialogue on investment decisions, and can help campuses make responsible investment decisions that promote sustainability. Drawing CIR membership from multiple sectors of the campus community provides educational experiences for involved students, faculty, alumni, and staff. In addition, a multi-stakeholder CIR is consistent with the sustainability principle of shared governance.

2. CRITERIA

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system or a separate foundation of the institution should report on the investment policies and activities of those entities.

3. APPLICABILITY

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

4. SCORING

Institutions earn 2 points for having a CIR or other body that meets the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required
- □ The charter or mission statement of the CIR or other body or a brief description of how the CIR is tasked to address social and environmental concerns
- □ Members of the CIR, including affiliations
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the committee is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on current committee composition and practices.

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS
Not applicable

PAE Credit 17: Shareholder Advocacy

5 points available

1. CREDIT RATIONALE

This credit recognizes institutions that use their investment power to promote corporate sustainability. This could take the form or withholding investments from companies or industries that are particularly unsustainable or engaging with companies in which they hold investments. Divestment can be an important tool in safeguarding human rights, protecting the environment, and promoting social responsibility. Similarly, screening companies for sustainability enables institutions to align their investments with their values. In addition, screening may protect institutions from the financial consequences of fines, lawsuits, customer boycotts and damages to a company's reputation that may result from unsustainable corporate behavior. Filing and co-filing shareholder resolutions and directly communicating with the companies in which the school is invested can be important tools in improving the sustainability performance of those businesses.

2. CRITERIA

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability, or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g., tobacco or weapons manufacturing) or participating in a divestment effort (e.g., companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

3. APPLICABILITY

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments less than US $1 million may choose to omit this credit.

4. SCORING

Institutions earn 5 points for meeting the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required

- □ A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. Include any resolutions filed or co-filed, correspondence with companies, negative screens performed, and/or divestment efforts in which the institution participated
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report on actions taken within the past three years.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Negative Screen

The Responsible Endowments Coalition describes negative screens as follows:

> *Negative screens exclude certain industries or products from investment portfolios. Schools or other investors can apply a negative screen to their investment portfolio to exclude companies from their investments. Screens are often applied by individual investors to one or more of the following sectors: tobacco, liquor, weapons, pornography, nuclear technologies, resource extraction (mining and drilling) and family planning products. Dozens of schools have screened out tobacco from their portfolios, and a handful of other schools—mostly religiously affiliated— have applied stricter screens.*

Shareholder Resolution

The Responsible Endowments Coalition describes shareholder resolutions as follows:

> *Formal statements that are sent annually to every single shareholder of a publicly traded company on a "proxy ballot." Shareholder resolutions are also known as shareholder proposals or proxy resolutions. These resolutions usually work like a nonbinding referendum on a specific issue within a firm. […] Any shareholder who owns more than $2,000 of a company's stock for one year prior to the vote can write and file a resolution and every shareholder has the right (and duty) to vote on the resolutions of all companies in which they own stock. The resolution process*

is governed by the Securities and Exchange Commission (SEC), a federal agency responsible for overseeing the market and corporate governance systems that protect shareholders from each other, from managers and from themselves.

PAE Credit 18: Positive Sustainability Investments

9 points available

1. CREDIT RATIONALE

This credit recognizes institutions that seek positive investments that promote sustainability. Positive investing supports socially and environmentally responsible practices and the development of sustainable products and services.

Investing in Community development financial institutions (CDFIs) promotes sustainability by helping provide credit to individuals and communities who are under-served by conventional lending institutions. In addition, CDFIs provide an opportunity for institutions to invest in their local communities.

This credit uses percentage of total investment pool to provide a metric that is comparable between campuses without penalizing smaller investors. In addition, using a percentage allows institutions to track their progress over time.

2. CRITERIA

Institution invests in any of the following:
- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e., one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system or a separate foundation of the institution should report on the investment policies and activities of those entities.

3. APPLICABILITY

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments less than US $1 million may choose to omit this credit.

4. SCORING

Institutions earn the maximum of 9 points available for this credit by investing 30 percent or more of their investment pool in one of the ways outlined above. Incremental points are available based on the percentage of the investments that meet one or more criteria outlined above. For example, an institution where 15 percent of investments were held in a CDFI would earn 4.5 points (half of the points available for this credit). Points earned are calculated according to the following table:

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

Factor	Multiply	Positive Sustainability Investments	Divide	Total Investment Pool	Equals	Total Points
30	×	_____	÷	_____	=	(up to 9 available)

Scoring Example

Example College's investment pool is valued at **$10 million.**

Example College has $0.5 million invested in a community development financial institution and $0.5 million invested in a renewable energy fund. Total positive sustainability investments = **$1 million**.

Factor	Multiply	Positive Sustainability Investments	Divide	Total Investment Pool	Equals	Total Points Earned
30	×	$1 million	÷	$10 million	=	3.0

5. REPORTING FIELDS

Required
- □ Total value of the investment pool (US/Canadian dollars)
- □ Value of holdings in each of the following categories:
  - ○ Sustainable industries, such as renewable energy or sustainable forestry (US/Canadian dollars)
  - ○ Businesses selected for exemplary sustainability performances (US/Canadian dollars)
  - ○ Sustainability investment funds, such as a renewable energy investment fund (US/Canadian dollars)

- o   Community development financial institutions (CDFI) (US/Canadian dollars)
- o   Socially responsible mutual funds with positive screens (US/Canadian dollars)
- □   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 for this field.
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the institution's sustainability investment activities is available
- □   Notes about the submission

6. MEASUREMENT

Timeframe
Report on a snapshot of the institution's investment portfolio taken within the past three years.

Sampling and Data Standards
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.

7. STANDARDS AND TERMS

Community Development Financial Institution
The Responsible Endowments Coalition defines a CDFI as:

> *A unique entity established to provide credit, financial services, and other services to underserved markets or populations.*

Investment Pool
The National Association of College and University Business Officers (NACUBO) defines "investment pool" in their annual endowment survey as:

> *The predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies.*

Positively Screened Fund
A fund in which managers proactively select businesses based on exemplary social and/or environmental performance.

Investment Tier Two Credits

0.75 points available
(0.25 points available for each Tier Two credit earned)

1: Student-Managed SRI Fund

0.25 points available

Criteria

Institution has a student-managed socially responsible investment fund through which students are able to develop socially responsible investment skills and experience.

Applicability

This credit applies to all institutions that offer business or economics coursework related to investment strategies.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the student-managed SRI fund
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the fund is available
- □ Notes about the submission

2: Socially Responsible Investment Policy

0.25 points available

Criteria

Institution has a policy or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations.

Applicability

This credit applies to all institutions that have an investment pool.

Reporting Fields

Required

- □ An indication of whether the institution meets this credit
- □ A brief description of the socially responsible investment policy
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where information about the policy is available
- □ Notes about the submission

3: Investment Disclosure

0.25 points available

Criteria

Institution makes a snapshot of its investment holdings, including the amount invested in each fund and/or company, and proxy voting records, available to the public.

Applicability

This credit applies to all institutions that have an investment pool.

Reporting Fields

Required

- □ An indication of whether the institution meets this credit
- □ A brief description of the institution's investment disclosure practices
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

- □ The website URL where information about investment disclosure available
- □ Notes about the submission

Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students 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. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Public Engagement		
Credit Number	**Credit Title**	**Possible Points**
PAE Credit 19	Community Sustainability Partnerships	2
PAE Credit 20	Inter-Campus Collaboration on Sustainability	2
PAE Credit 21	Sustainability in Continuing Education	7
PAE Credit 22	Community Service Participation	6
PAE Credit 23	Community Service Hours	6
PAE Credit 24	Sustainability Policy Advocacy	4
PAE Credit 25	Trademark Licensing	4
Tier Two	*Public Engagement Tier Two Credits*	
1	Graduation Pledge	0.25
2	Community Service on Transcripts	0.25
3	Farmers' Markets	0.25
	Total	**31.75**

PAE Credit 19: Community Sustainability Partnerships

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have developed partnerships with their local communities to advance sustainability. As leaders within their local communities, colleges and universities can be powerful allies and partners in building sustainability education and engagement in these communities and beyond.

2. CRITERIA

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

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

5. REPORTING FIELDS

Required
- □ A brief description of the institution's sustainability partnerships with the local community
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about sustainability partnerships is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report on current partnerships and/or partnerships that were active during the past three years.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

PAE Credit 20: Inter-Campus Collaboration on Sustainability

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that collaborate with other schools 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.

2. CRITERIA

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

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

5. REPORTING FIELDS

Required
- □ A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions
- □ The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member
- □ A brief summary of additional ways the institution collaborates with other campuses to advance sustainability
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about cross-campus collaboration is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe

Report on current cross-campus collaborations and/or collaborations that were active during the past three years.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

PAE Credit 21: Sustainability in Continuing Education

7 points available

1. CREDIT RATIONALE

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

2. CRITERIA

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

3. APPLICABILITY

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

4. SCORING

Each part of this credit is scored separately.

Part 1

Institutions earn the maximum of 4 points for this credit when sustainability courses comprise 10 or more percent of all continuing education courses offered. Incremental points are available based on the percentage of course offerings that are sustainability-focused or related. For example, an institution where 5 percent of all continuing education courses offered were about sustainability would earn 2 points (half of the points available for this credit). Points earned are calculated according to the following table:

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

Factor	Multiply	Number of Sustainability Continuing Education Courses	Divide	Total Number of Continuing Education Courses Offered	Equals	Total Points
40	×	_____	÷	_____	=	(up to 4 available)

Part 2

Institutions earn 3 points for having a certificate program that meets the criteria outlined above. Partial points are not available for this part of the credit.

Scoring Example

Part 1

Example Community College offered **600** continuing education courses during the past year. Of those courses, **25** were sustainability related or focused.

Factor	Multiply	Number of Sustainability Continuing Education Courses	Divide	Total Number of Continuing Education Courses Offered	Equals	Total Points Earned
40	×	25	÷	600	=	**1.67**

Part 2

Example Community College offers a green building certificate program through its department of continuing education. Example Community College earns **3 points** for this part of the credit.

Total Credit Score

　　　Part 1 + Part 2 = 1.67 + 3.00
　　　Total = 4.67

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5. REPORTING FIELDS

Required

- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Conditional

Required if the institution is claiming points based on the percentage of continuing education courses that address sustainability (**Part 1**):

□   Number of sustainability continuing education courses offered
□   Total number of continuing education courses offered

Required if the institution is claiming points for having a sustainability-themed certificate program (**Part 2**):

□   A brief description of the certificate program
□   Year the certificate program was created

Optional

□   The website URL where information about sustainability in continuing education courses is available
□   Notes about the submission

6. MEASUREMENT

Timeframe

Part 1

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

Part 2

Report on current program status and offerings.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

PAE Credit 22: Community Service Participation

6 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn the maximum of 6 points available for this credit by engaging their entire student body in community service. Incremental points are available 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 3 points (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit						
Points will be calculated automatically when data are entered in the STARS online reporting tool						
Factor	*Multiply*	**Number of Students Engaged in Community Service**	*Divide*	**Total Number of Full-Time Students**	*Equals*	**Total Points**
6	×	_____	÷	_____	=	

Scoring Example

Example Community College has **2,000** full-time, degree-seeking students. **750** Example Community College students engaged in community service during the past year.

Factor	Multiply	Number of Students Engaged in Community Service	Divide	Total Number of Full-Time Students	Equals	Total Points Earned
6	×	750	÷	2,000	=	**2.25**

5. REPORTING FIELDS

Required
- ☐ The number of students engaged in community service
- ☐ Total number of students, *which may exclude part-time, continuing education and/or non-credit students*
- ☐ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- ☐ The website URL where information about the institution's community service initiatives is available
- ☐ Notes about the submission

6. MEASUREMENT

Timeframe
Report on the most recent data available.

Sampling and Data Standards
Institutions may use a representative sample or survey to determine student participation in community service.

7. STANDARDS AND TERMS

Community Service

[The President's Higher Education Community Service Honor Roll](#) defines community service 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).*

PAE Credit 23: Community Service Hours

6 points available

1. CREDIT RATIONALE

This credit recognizes institutions where many students devote time to community service. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students 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.

2. CRITERIA

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

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn the maximum of 6 points available for this credit by engaging their students in an average of 20 hours of community service per year. Incremental points are available based on the average number of hours contributed. For example, an institution where students contributed an average of 10 hours per year would earn 3 points (half of the points available for this credit). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for this credit *Points will be calculated automatically when data are entered in the STARS online reporting tool*						
Factor	*Multiply*	**Total Number of Student Community Service Hours Contributed**	*Divide*	**Total Number of Full-Time Students**	*Equals*	**Total Points**
0.3	×	_____	÷	_____	=	(Up to 6 available)

Scoring Example

Example University enrolls **7,500** full-time, degree-seeking students. Example University students contributed **45,000** hours of community service during the past year.

Factor	Multiply	Total Number of Student Community Service Hours Contributed	Divide	Total Number of Full-Time Students	Equals	Total Points Earned
0.3	×	45,000	÷	7,500	=	**1.8**

5. REPORTING FIELDS

Required
- □ The number of student community service hours contributed
- □ Total number of students, *which may exclude part-time, continuing education and/or non-credit students*
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the institution's community service initiatives is available
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on the most recent data available.

Sampling and Data Standards
Institutions may use a representative sample or survey to determine student community service participation.

7. STANDARDS AND TERMS

Community Service

[The President's Higher Education Community Service Honor Roll](#) defines community service 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).*

PAE Credit 24: Sustainability Policy Advocacy

4 points available

1. CREDIT RATIONALE

This credit recognizes institutions that have promoted 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.

2. CRITERIA

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

Institutions earn 4 points for this credit by meeting the criteria outlined above. Partial points are not available for this credit.

5. REPORTING FIELDS

Required
- □ A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, and ordinances for or against which the institution has advocated
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the institution's advocacy efforts are available
- □ Notes about the submission

6. MEASUREMENT

Timeframe
Report on sustainability policy advocacy efforts that took place within the past three years (the report does not have to be comprehensive of all advocacy efforts).

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS

Not applicable

PAE Credit 25: Trademark Licensing

4 points available

1. CREDIT RATIONALE

This credit recognizes institutions that join a monitoring and verification organization to help ensure that apparel bearing the institution's name is produced under fair conditions.

2. CRITERIA

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

3. APPLICABILITY

This credit applies to institutions whose logo appears on apparel.

4. SCORING

Each part of this credit is scored separately.

Part 1

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

Part 2

Institutions earn 2 points by signing on to participate in the Designated Suppliers Program. Partial points are not available for this part of the credit.

5. REPORTING FIELDS

Required

- □ An indication of whether the institution is a member of the Worker Rights Consortium
- □ An indication of whether the institution is a member of the Fair Labor Association
- □ An indication of whether the institution has expressed intention to participate in the Designated Suppliers Program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional

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

6. MEASUREMENT

Timeframe
Part 1
Report on current participation status.

Part 2
Report on current participation status (i.e., whether the institution has committed to participate).

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS

Designated Suppliers Program
The Designated Suppliers Program, administered by the Worker Rights Consortium (see below), conducts independent screening and verification to proactively select factories that respect and honor worker rights, including the right to sustainable compensation.

Fair Labor Association
The Fair Labor Association 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 is an independent monitoring organization focused on protecting the rights of workers who sew and make products to be sold in the United States. Its membership is comprised of colleges and universities.

Public Engagement Tier Two Credits

0.75 points available
(0.25 points available for each Tier Two credit earned)

1: Graduation Pledge

0.25 points available

Criteria

Institution administers a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the graduation pledge program
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the graduation pledge program is available
- □ Notes about the submission

2: Community Service on Transcripts

0.25 points available

Criteria

Institution includes community service achievements on student transcripts.

Applicability

This credit applies to all institutions.

Reporting Fields

Required
- □ An indication of whether the institution meets this credit
- □ A brief description of the practice
- □ An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the practice is available
- □ Notes about the submission

3: Farmers' Market

Criteria

Institution hosts a farmers' market for the community.

Applicability

This credit applies to all institutions located in areas that are not otherwise served by an existing farmers' market.

Reporting Fields

Required
- □ Indication whether the institution meets this credit
- □ A brief description of the farmers' market
- □ A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □ The website URL where information about the market is available
- □ Notes about the submission

Innovation

Innovation Credits

4 credits available

1. CREDIT RATIONALE

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

2. CRITERIA

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

3. APPLICABILITY

All institutions may earn innovation credits. The section on scoring, below, explains how innovation credits are calculated in the overall score.

4. SCORING

Institutions may earn up to 4 innovation credits. Innovation credits are not required to be specific to any category and are scored separately. An institution's overall score is increased by the number of innovation credits it earns. For example, if an institution achieved an overall score of 30 based on the three main categories, earning 2 innovation credits would raise its final score to 32.

5. REPORTING FIELDS

Please note that institutions will report on each innovation credit separately.

Required
- □   A brief description of the innovative policy, practice, program, or outcome
- □   A letter of affirmation (see description in *Section 7: Standards and* Terms, below) from an individual with relevant expertise (PDF upload)
- □   An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Optional
- □   The website URL where information about the innovation is available
- □   Notes about the submission

6. MEASUREMENT

Timeframe
Report on innovations that occurred during the past three years. Planned activities or activities that happened more than three years ago do not count for these credits.

Sampling and Data Standards
Not applicable

7. STANDARDS AND TERMS

Letter of Affirmation

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of verification from an individual with relevant expertise in the associated content area.   The individual may be employed by one's own institution or another institution. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or other water expert from another campus to verify that the strategy is innovative.

The letter should be specific to a single innovation credit. If an institution is claiming 3 innovation credits, it would solicit and submit 3 separate letters, with each letter speaking to the specific innovation credit in question.