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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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Dear Colleagues,

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

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

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

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

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

Toward sustainability,

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

Paul Rowland Executive Director, AASHE
Acknowledgements

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

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.

Partner Organizations

AASHE would also like to appreciate our Partner Organizations who have signed on to support STARS.
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**** Served 2010 - Present  
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Introduction

I. STARS Overview

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

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

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

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

A. How Credits Were Developed and Weighted

STARS credits were initially developed in large part by reviewing campus sustainability assessments, sustainability reports from businesses, and other sustainability rating and ranking systems. As detailed on the STARS website, credits have been revised or eliminated and new credits 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.

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

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.

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

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 economic 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 have the most meaningful impact.

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

**B. 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.

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

An institution’s STARS score is based on the average of the percentage of applicable points it earns in each of three categories:

1) Education and Research (ER)
2) Operations (OP)
3) Planning, Administration & Engagement (PAE)

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).

<table>
<thead>
<tr>
<th>Rating Level</th>
<th>Minimum Score Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>STARS Bronze</td>
<td>25</td>
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<tr>
<td>STARS Silver</td>
<td>45</td>
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<tr>
<td>STARS Gold</td>
<td>65</td>
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<tr>
<td>STARS Platinum</td>
<td>85</td>
</tr>
<tr>
<td>STARS Reporter*</td>
<td>--</td>
</tr>
</tbody>
</table>

* For institutions that wish to use STARS and submit data publicly, but are not pursuing a rating.

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

Any institution that wishes to participate in STARS but does not want to pursue an overall STARS rating or score may participate as a STARS Reporter. STARS Reporter institutions receive the same benefits as institutions that pursue a STARS rating, including positive recognition for participation and the ability to share data publicly. After seeing their final score, all participants are able to choose STARS Reporter status before completing their final submission and making it public.

While AASHE has strived for a fair and consistent approach to allocating points and ratings, this is an inherently subjective exercise. Developing a more robust point allocation methodology, including 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.

C. Understanding Sustainability

The concept of sustainability has shaped the development of STARS and is fundamental to the rating system. AASHE defines sustainability in an inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations.
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.

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

II. STARS Participation and Reporting Information

A. STARS Website

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

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

B. STARS Technical Manual

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

- **Credit Rationale**—provides background on the importance of the credit in the context of sustainability.
- **Criteria**—describes how an institution earns points for the credit.
- **Applicability**—indicates which institutions’ STARS Ratings will be affected by their responses to the credit. As previously mentioned, some credits do not apply to some types of institutions. For example, credits involving residence halls do not apply to institutions that do not have residence halls.
- **Scoring**—explains how points are allocated for the credit.
- **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.

C. Submission and Accountability

Institutions have one year from the date they register for STARS to submit for a rating.

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. A PDF of this letter is required during the submission process and can be uploaded using the online Reporting Tool.
All STARS reporting will be done using the online reporting tool. Participants 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 and Conditions 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.
# STARS 2.0 Table of Credits

## Category 1: Education & Research (ER)

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<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
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<td>ER 2</td>
<td>Learning Outcomes*</td>
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<td>ER 3</td>
<td>Undergraduate Program*</td>
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<td>Graduate Program*</td>
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<td>ER 5</td>
<td>Immersive Experience*</td>
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<td>ER 6</td>
<td>Sustainability Literacy Assessment</td>
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<td>ER 7</td>
<td>Incentives for Developing Courses</td>
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<td>ER 8</td>
<td>Campus as a Living Laboratory</td>
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<td>ER 9</td>
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<td>Support for Research*</td>
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<td>ER 12</td>
<td>Student Outreach Campaign</td>
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<td>Student Orientation*</td>
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<td>ER 14</td>
<td>Outreach Materials and Publications Outreach</td>
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<td>ER 15</td>
<td>Student Life</td>
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<td>ER 16</td>
<td>Student-Run Initiatives</td>
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* credit does not apply to all institutions

## Category 2: Operations (OP)

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<td>OP 2</td>
<td>Scope 3 Greenhouse Gas Emissions</td>
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<td>Air Pollutant Emissions*</td>
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<td>OP 8</td>
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<td>OP 9</td>
<td>Energy Metering and Management</td>
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<td>OP 10</td>
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<td>Office Paper Purchasing</td>
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<td>OP 18</td>
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<td>Employee Commute Modal Split</td>
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<td>Waste Generation</td>
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<td></td>
<td>OP 24</td>
<td>Waste Diversion</td>
</tr>
<tr>
<td></td>
<td>OP 25</td>
<td>Construction and Demolition Waste Diversion*</td>
</tr>
<tr>
<td></td>
<td>OP 26</td>
<td>Hazardous and Electronic Waste Management</td>
</tr>
<tr>
<td>Water</td>
<td>OP 27</td>
<td>Water Use</td>
</tr>
<tr>
<td></td>
<td>OP 28</td>
<td>Water Recovery and Reclamation*</td>
</tr>
<tr>
<td></td>
<td>OP 29</td>
<td>Rainwater Management</td>
</tr>
<tr>
<td></td>
<td>OP 30</td>
<td>Wastewater Treatment</td>
</tr>
<tr>
<td></td>
<td>OP 31</td>
<td>Water Metering</td>
</tr>
</tbody>
</table>

**Total** | 100

* credit does not apply to all institutions
## Category 3: Planning, Admin. & Engagement (PAE)

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coordination and Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAE 1</td>
<td>Sustainability Coordination</td>
<td>5</td>
</tr>
<tr>
<td>PAE 2</td>
<td>Sustainability Planning</td>
<td>10</td>
</tr>
<tr>
<td><strong>Diversity and Affordability</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAE 3</td>
<td>Diversity and Equity Coordination</td>
<td>2</td>
</tr>
<tr>
<td>PAE 4</td>
<td>Assessing Diversity and Equity</td>
<td>2</td>
</tr>
<tr>
<td>PAE 5</td>
<td>Support for Underrepresented Groups</td>
<td>2</td>
</tr>
<tr>
<td>PAE 6</td>
<td>Support for Future Faculty</td>
<td>2</td>
</tr>
<tr>
<td>PAE 7</td>
<td>Affordability and Access</td>
<td>11</td>
</tr>
<tr>
<td><strong>Human Resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAE 8</td>
<td>Employee Compensation</td>
<td>3</td>
</tr>
<tr>
<td>PAE 9</td>
<td>Workplace Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>PAE 10</td>
<td>Employee Engagement</td>
<td>3</td>
</tr>
<tr>
<td>PAE 11</td>
<td>Staff Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>PAE 12</td>
<td>Employee Orientation</td>
<td>2</td>
</tr>
<tr>
<td>PAE 13</td>
<td>Employee Educators Program</td>
<td>5</td>
</tr>
<tr>
<td><strong>Investment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAE 14</td>
<td>Committee on Investor Responsibility*</td>
<td>2</td>
</tr>
<tr>
<td>PAE 15</td>
<td>Sustainable Investment*</td>
<td>12</td>
</tr>
<tr>
<td>PAE 16</td>
<td>Investment Disclosure*</td>
<td>2</td>
</tr>
<tr>
<td><strong>Public Engagement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAE 17</td>
<td>Community Partnerships</td>
<td>4</td>
</tr>
<tr>
<td>PAE 18</td>
<td>Inter-Campus Collaboration</td>
<td>2</td>
</tr>
<tr>
<td>PAE 19</td>
<td>Continuing Education*</td>
<td>6</td>
</tr>
<tr>
<td>PAE 20</td>
<td>Community Service Participation</td>
<td>4</td>
</tr>
<tr>
<td>PAE 21</td>
<td>Community Service Hours</td>
<td>4</td>
</tr>
<tr>
<td>PAE 22</td>
<td>Participation in Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PAE 23</td>
<td>Community Stakeholder Engagement</td>
<td>3</td>
</tr>
<tr>
<td>PAE 24</td>
<td>Trademark Licensing*</td>
<td>2</td>
</tr>
<tr>
<td>PAE 25</td>
<td>Guidelines for Business Partners</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

* credit does not apply to all institutions
Education & Research

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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER 1</td>
<td>Academic Courses</td>
<td>22</td>
</tr>
<tr>
<td>ER 2</td>
<td>Learning Outcomes*</td>
<td>12</td>
</tr>
<tr>
<td>ER 3</td>
<td>Undergraduate Program*</td>
<td>4</td>
</tr>
<tr>
<td>ER 4</td>
<td>Graduate Program*</td>
<td>4</td>
</tr>
<tr>
<td>ER 5</td>
<td>Immersive Experience*</td>
<td>2</td>
</tr>
<tr>
<td>ER 6</td>
<td>Sustainability Literacy Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ER 7</td>
<td>Incentives for Developing Courses</td>
<td>2</td>
</tr>
<tr>
<td>ER 8</td>
<td>Campus as a Living Laboratory</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>54</td>
</tr>
</tbody>
</table>

* credit does not apply to all institutions

Optional Reporting Fields

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
ER 1: Academic Courses

22 points available

A. Credit Rationale
This credit recognizes institutions that offer academic courses focused on and/or related to sustainability. Sustainability courses can provide valuable grounding in the concepts and principles of sustainability, help build knowledge about a component of sustainability, and/or introduce students to sustainability concepts. Conducting an inventory of academic offerings provides an important foundation for advancing sustainability curriculum. It provides a baseline for understanding current offerings and can help institutions identify strengths and opportunities for growth. In addition, a list of sustainability courses helps current and prospective students find and understand sustainability course offerings, which can assist them in organizing their academic studies.

B. Criteria
Institution offers sustainability-focused and/or sustainability-related academic courses and makes an inventory of its sustainability course offerings publicly available.

In order to report for this credit, the institution must (1) develop or adopt a definition of sustainability in the curriculum and (2) conduct an inventory to identify sustainability courses.

1) An institution may use the definition of sustainability courses presented in the Credit Example (below), adapt it to suit its context, or develop its own definition. The definition of sustainability should distinguish between sustainability-focused and sustainability-related 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** incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

   The institution’s definition of sustainability in the curriculum does not have to be formally adopted. For further guidance on distinguishing between sustainability-focused and sustainability-related courses, see Section G. Standards and Terms.

2) Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses using a common definition 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.
A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related.

This credit does not include continuing education and extension courses, which are covered by PAE 19: Continuing Education.

C. Applicability
This credit applies to all institutions.

D. Scoring
Part 1
Institutions earn the maximum of 22 points for this credit if sustainability-focused courses comprise 20 percent or more of all courses offered, if sustainability-related courses comprise 60 percent of all courses offered, or if a sufficient combination of sustainability-focused and –related courses are offered (e.g. 10 percent are sustainability-focused and 30 percent are sustainability-related). Incremental points are awarded based on the percentage of course offerings that are sustainability-focused and/or -related. For example, an institution where 5 percent of all courses offered were sustainability-focused and 15 percent were sustainability-related would earn 11 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

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Factor Per Type</th>
<th>Multiply</th>
<th>Number of Courses Offered of Each Type</th>
<th>Divide</th>
<th>Total Number of Courses Offered by the Institution</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability-Focused</td>
<td>110</td>
<td>×</td>
<td></td>
<td>÷</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Sustainability-Related</td>
<td>36.7</td>
<td>×</td>
<td></td>
<td>÷</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td></td>
<td>(up to 22 available)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scoring Example

Example College offered 1,000 courses during the past year. Of those courses, 50 were sustainability-focused and 250 were sustainability-related.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Factor Per Type</th>
<th>Multiply</th>
<th>Number of Courses Offered of Each Type</th>
<th>Divide</th>
<th>Total Number of Courses Offered by the Institution</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability-Focused</td>
<td>110</td>
<td>×</td>
<td>50</td>
<td>÷</td>
<td>1,000</td>
<td>=</td>
<td>5.5</td>
</tr>
<tr>
<td>Sustainability-Related</td>
<td>36.7</td>
<td>×</td>
<td>250</td>
<td>÷</td>
<td></td>
<td>=</td>
<td>9.175</td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14.675</td>
</tr>
</tbody>
</table>

E. Reporting Fields

**Required**

- The number of sustainability-focused courses offered (A course may be either sustainability-focused or sustainability-related, not both; a course should be counted only once.)
- The number of sustainability-related courses offered (A course may be either sustainability-focused or sustainability related, not both; a course should be counted only once.)
- The total number of courses offered by the institution
- An indication of whether data cover one, two, or three years
- A list of sustainability-focused and -related courses offered OR the website URL where an inventory containing a list of sustainability courses is publicly available. (The list or inventory can be posted as a stand-alone document or incorporated into a course catalog, as long as sustainability-focused and sustainability-related courses are clearly identified.)
- The institution’s definition of sustainability in the curriculum
- A brief description of how the institution developed its definition of sustainability in the curriculum (e.g. adapted from a model definition, created by committee)
- A brief description of the methodology the institution used to complete the sustainability course inventory
- An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional
- Notes about the submission

**F. Measurement**

**Timeframe**
Report the most recent definition, results and methodology available.

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

**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 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.

Institutions may also choose to exclude courses of 4 or fewer students, as long as they are excluded from both the count of sustainability courses and the count of total courses.

Courses offered by outside entities (e.g. courses offered by other colleges that are part of a consortium with the institution or courses offered through study abroad programs that are not administered by the institution) should not be counted in the participating institution’s course inventory.

However, courses developed and offered jointly by multiple institutions that are listed in the participating institution’s course catalog may be counted. In such circumstances, courses should be counted consistently. This means that if sustainability courses offered jointly by the participating institution and another entity are included in the inventory, courses not focused on or related to sustainability should be included as well.
G. 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. 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.

Sustainability-Related Courses
Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue. 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 community-based economics) or by providing a focus area (such as global poverty or renewable energy) for a student’s sustainability studies, or they may broaden students’ understanding of sustainability from within different disciplines.

Note: A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related.
Credit Example: Identifying Sustainability Courses

Developing a Definition of Sustainability in the Curriculum

Example College’s sustainability committee, which includes faculty members who teach courses in different departments, developed the following definition of sustainability in the curriculum to guide their sustainability course identification:

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 students view themselves as embedded in the fabric of an interconnected world.
- Become aware of and explore the connections between students’ 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.
ER 2: Learning Outcomes

12 points available

A. 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 and accrediting bodies with standards against which to assess student learning.

B. Criteria
Institution’s students graduate from degree programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

This credit includes graduate as well as undergraduate programs. For this credit, “degree programs” include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program. Institutional learning outcomes and goals, general education outcomes, and graduate profiles may not be counted as learning outcomes unless they meet the criteria outlined above and are consistent with the definitions included in Section G. Standards and Terms.

C. Applicability
This credit applies to all institutions that have degree-, diploma- or certificate-granting programs.

D. Scoring
Institutions earn the maximum of 12 points available for this credit when all students graduate from programs that have adopted at least one required 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 6 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

<table>
<thead>
<tr>
<th>Multiply</th>
<th>Number of Students who Graduated from a Program that Has Adopted at Least One Required Sustainability Learning Outcome</th>
<th>Divide</th>
<th>Total Number of Graduates</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 ×</td>
<td>_______</td>
<td>_______</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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 required sustainability learning outcome or multiple sustainability outcomes.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Students who Graduated from a Program that Has Adopted at Least One Required Sustainability Learning Outcome</th>
<th>Divide</th>
<th>Total Number of Graduates</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 ×</td>
<td>250</td>
<td>_______</td>
<td>1,000</td>
<td></td>
<td>=</td>
<td>3</td>
</tr>
</tbody>
</table>
E. Reporting Fields

Required
- The number of students who graduated from a program that has adopted at least one required sustainability learning outcome
- 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution has students who graduated from a program that has adopted at least one required sustainability learning outcome:
- A list of degree, diploma or certificate programs that have sustainability learning outcomes OR the website URL where the publicly available sustainability course inventory that includes a list of degree, diploma or certificate programs that have specified sustainability learning outcomes is available

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

F. Measurement

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

Sampling and Data Standards
Not applicable

G. Standards and Terms

Learning Outcomes
Consistent with the United Nations Educational, Scientific and Cultural Organization (UNESCO), student learning outcomes are defined as:

Statements of what a learner is expected to know, understand, and be able to demonstrate after completion of a process of learning as well as the specific intellectual and practical skills gained and demonstrated by the successful completion
of a unit, course, or programme. Learning outcomes, together with assessment criteria, specify the minimum requirements for the award of credit, while grading is based on attainment above or below the minimum requirements for the award of credit. Learning outcomes are distinct from the aims of learning in that they are concerned with the achievements of the learner rather than with the overall intentions of the teacher.

The Council for Higher Education Accreditation (CHEA) has further elaborated on student learning outcomes in the context of institutional accreditation:

Student learning outcomes are properly defined in terms of the knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences. [...] Evidence of student learning outcomes can take many forms, but should involve direct examination of student performance - either for individual students or for representative samples of students. Examples of the types of evidence that might be used appropriately in accreditation settings include (but are not limited to):

- Faculty-designed comprehensive or capstone examinations and assignments.
- Performance on licensing or other external examinations.
- Professionally judged performances or demonstrations of abilities in context.
- Portfolios of student work compiled over time.
- Samples of representative student work generated in response to typical course assignments.

Information generated by methods like student satisfaction surveys, focus groups, or interviews are certainly useful in the accreditation process, but do not in themselves constitute direct evidence of student learning outcomes.
ER 3: Undergraduate Program

4 points available

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

B. Criteria
Institution offers at least one sustainability-focused 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.

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

D. 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.

E. 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.
Optional

☐ Notes about the submission

F. Measurement

Timeframe
Report 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

G. Standards and Terms

Sustainability-Focused Programs
Sustainability-focused programs (i.e. majors, degree programs, or the equivalent) concentrate on the concept of sustainability, including its social, economic, and environmental dimensions. The courses required for the successful completion of the program educate students about how different dimensions of sustainability relate to and support each other in theory and practice. Completion of the program helps equip students with the skills to weave together disparate components of sustainability in addressing complex issues.
ER 4: Graduate Program

4 points available

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

B. Criteria
Institution offers at least one sustainability-focused 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.

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

D. 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.

E. 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.
Optional

□ Notes about the submission

F. Measurement

Timeframe
Report 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

G. Standards and Terms

Sustainability-Focused Programs
Sustainability-focused programs (i.e. majors, degree programs, or the equivalent) concentrate on the concept of sustainability, including its social, economic, and environmental dimensions. The courses required for the successful completion of the program educate students about how different dimensions of sustainability relate to and support each other in theory and practice. Completion of the program helps equip students with the skills to weave together disparate components of sustainability in addressing complex issues.
ER 5: Immersive Experience

2 points available

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

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

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

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. See Credit Example, below, for further guidance.

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

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

E. Reporting Fields

Required
- An indication of whether the institution offers at least one immersive, sustainability-focused educational study program that meets the criteria for this credit
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.
Conditional
Required if the institution offers at least one immersive, sustainability-focused educational study program that meets the criteria for this credit:
□ A brief description of the sustainability-focused immersive experience(s) offered by the institution, including how it includes the social, economic, and environmental dimensions of sustainability

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

F. Measurement

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

Sampling and Data Standards
Not applicable

G. Standards and Terms
Not applicable
Credit Example: Immersive Experience

To earn this credit, an institution must offer one or more sustainability-focused immersive education programs for students.

**Example 1: Eco-village semester**

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

**Example 2: Local service semester**

Example University offers formal semester-long, full-time internships with three local non-profit organizations that serve to advance sustainability. Each organization has a designated faculty liaison that also serves as a mentor for students involved with a particular sustainability organization. As part of the internships, students must complete a substantial academic writing project. These reflections focus on sustainability learning and are presented to all students that completed academic internships that semester.
ER 6: Sustainability Literacy Assessment

3 points available

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

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

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

This credit includes, at minimum, the institution’s largest admissions group or student cohort (e.g. undergraduate students). Institutions may choose to include or omit smaller schools within the institution (e.g. graduate or professional schools).

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 3 points available for this credit for assessing the sustainability literacy of all students (directly or by representative sample) and for conducting a follow-up assessment of the same cohort(s), using the same instrument. Incremental points are available based on the percentage of the total student population assessed and whether or not follow-up assessment(s) are conducted. For example, an institution that regularly assesses all incoming students, but does not conduct follow-up assessments using the same instrument would earn 1.5 points (half of the points available for this credit).

An institution that conducts an assessment of an unrepresentative portion of the student population may earn partial points based on the percentage of the total student population assessed. For example, an institution that conducts a mandatory survey and follow-up assessment of all students in a living learning community (5 percent of the total student population) would earn 0.15 points (5 percent of the points available for this credit). Points earned are calculated according to the following table:
Enter values as indicated below to calculate points earned for this credit
Points will be calculated automatically when data are entered in the STARS online Reporting Tool

<table>
<thead>
<tr>
<th>Level of Sustainability Literacy Assessment</th>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of Students Assessed at Each Level (0-100)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Follow-up with Same Cohort</td>
<td>.03</td>
<td>×</td>
<td>____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Without Follow-Up</td>
<td>.015</td>
<td>×</td>
<td>____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scoring Examples: Sustainability Literacy Assessment

Example 1
Example College conducts a sustainability literacy assessment at the beginning and end of a required sustainability-themed course that is taken by all first-year students. The survey results are used to help the college modify the course content.

<table>
<thead>
<tr>
<th>Level of Sustainability Literacy Assessment</th>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of Students Assessed at Each Level (0-100)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Follow-up with Same Cohort</td>
<td>.03</td>
<td>×</td>
<td>100</td>
<td>=</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Without Follow-Up</td>
<td>.015</td>
<td>×</td>
<td>0</td>
<td>=</td>
<td>0</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Example 2
Model Technical College enrolled 800 students during the previous three years. All students were given the opportunity to participate in a sustainability literacy assessment and were offered incentives for their participation. The results of the survey were used to determine priorities for sustainability courses and co-curricular educational offerings. Mandatory follow-up assessments were conducted with the 160 students that enrolled in sustainability-related courses during the period (20 percent of all enrolled students).
E. Reporting Fields

**Required**

- The percentage of students assessed for sustainability literacy and for whom a follow-up assessment is conducted (directly or by representative sample)
- The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment
- A copy of the questions included in the sustainability literacy assessment(s) (text or PDF upload)
- A brief description of how the assessment(s) were developed
- A brief description of how the assessment(s) were administered, including how a representative sample was reached, if applicable (e.g. through mandatory participation, random required participation, or optional participation with incentives)
- A brief summary of results from the assessment(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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

**Optional**

- The website URL where information about the literacy assessment(s) is available
- Notes about the submission
F. Measurement

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

Institution that conduct follow-up assessments as a matter of policy or standard practice may count assessments that have been scheduled, but that have not been completed.

Sampling and Data Standards
Institutions must report on the largest admissions group or student cohort (e.g. undergraduate students). Institutions may choose to include or omit smaller schools within the institution (e.g. graduate or professional schools).

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

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

Institutions may report on a single assessment or on multiple assessments that target different populations (e.g. undergraduate and graduate students). To the extent possible, students should not be double-counted.

G. Standards and Terms

Representative Sample
A representative sample is a subset of a statistical population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. For example, in a student population of 1000 students in which 25 percent of the students are enrolled in a business school, 50 percent are enrolled in humanities programs, and 25 percent are enrolled in science programs, a representative sample might include 200 students: 50 business students, 100 humanities students, and 50 science students.
ER 7: Incentives for Developing Courses

2 points available

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

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

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

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

C. Applicability
This credit applies to all institutions.

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

E. Reporting Fields

Required
- An indication of whether the institution has an ongoing incentives program or programs that meet the criteria for this credit
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.
Conditional
Required if the institution has an ongoing incentives program or programs that meet the criteria for this credit:
- A brief description of the program(s)
- A brief description of the incentives that faculty members who participate in the program(s) receive

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

F. Measurement

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

Sampling and Data Standards
Not applicable

G. Standards and Terms
Not applicable
ER 8: Campus as a Living Laboratory

5 points available

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

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

- Air and Atmosphere
- Buildings
- Energy
- Food
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination and Planning
- Diversity and Affordability
- Human Resources
- Investment
- Public Engagement
- Other

This credit includes substantive work (e.g. class and thesis projects, published papers) that involve active and experiential learning, count for course or program credit, and contribute to positive sustainability outcomes on campus (see Credit Example, below).

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

C. Applicability
This credit applies to all institutions.
D. Scoring
Institutions earn 0.5 points for each area covered, regardless of how many projects there are in each area. Institutions with projects that cover 10 or more areas earn the maximum of 5 points available for this credit.

E. Reporting Fields

Required
- An indication of whether the institution is utilizing its campus infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in the following areas:
  - Air and Atmosphere
  - Buildings
  - Energy
  - Food
  - Grounds
  - Purchasing
  - Transportation
  - Waste
  - Water
  - Coordination and Planning
  - Diversity and Affordability
  - Human Resources
  - Investment
  - Public Engagement
  - Other (please specify)

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

Conditional
Required for each area for which the institution is claiming points:
- A brief description of the project or work, including how it contributes to positive sustainability outcomes on campus

Optional
- The website URL where information about the institution’s campus as a living laboratory program or projects is available
Notes about the submission

F. Measurement

Timeframe
Projects and work conducted within the past three years are eligible for this credit.

Sampling and Data Standards
Not applicable

G. Standards and Terms
Not applicable
Credit Example: Campus as a Living Laboratory

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

- A student published a paper evaluating local carbon offset opportunities for the university. (Air and Atmosphere)
- Students living in LEED-certified housing used and developed “smart home” technologies as part of an independent study course. (Buildings)
- A group of students conducted a semester-long project to analyze the application of clean and renewable energy on campus. (Energy)
- As a class project, students developed a business plan for a student-managed food cooperative. (Food)
- Students participated in a year-long study to catalog insect species found on campus. The results were used to inform the university’s integrated pest management program. (Grounds)
- A class completed a Life Cycle Assessment on university vendor practices (Purchasing)
- A student developed a proposal to install bicycle repair stations on campus as the capstone project of an independent study course. (Transportation)
- A class identified and helped implement strategies for reducing campus food waste. (Waste)
- Environmental Studies students constructed a water budget for the campus based on rainfall, evapo-transpiration rate, groundwater availability and other factors. The budget is used to inform campus water conservation strategies and goals. (Water)
- A planning student completed a thesis outlining a smart growth model for the campus. (Coordination and Planning)
- Sociology students conducted a survey of gender neutral facilities on campus and delivered recommendations to administrators. (Diversity and Affordability)
- Students in an economics course worked with faculty members to complete a wage study comparing the compensation of university employees with the local cost of living. (Human Resources)
- Students published a paper detailing the university’s investments in companies that practice and support hydraulic fracking. (Investment)
- A class conducted a qualitative survey of local community members affected by a proposed campus expansion and presented the results to administrators. (Public Engagement)
- An art student’s thesis project examined the role of the creative and performing arts in communicating sustainability and recommended campus projects to inspire behavior change. (Other)
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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER 9</td>
<td>Faculty Research*</td>
<td>19</td>
</tr>
<tr>
<td>ER 10</td>
<td>Support for Research*</td>
<td>5</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

* credit does not apply to all institutions

Optional Reporting Fields

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
ER 9: Faculty Research

19 points available

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

B. Criteria
Institution's faculty members conduct research on sustainability topics and the institution makes an inventory of its sustainability research publicly available.

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.

In order to report for this credit, the institution should (1) develop a definition of sustainability research and (2) conduct an inventory to identify its sustainability research activities and initiatives.

1) An institution may use the definition presented in the Credit Example (below), adapt it to suit its context, or develop its own definition. The institution's definition of sustainability research does not have to be formally adopted.

2) Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances (see the Credit Example, below). The research inventory should be based on a common definition and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.
Credit Example: Defining and Identifying Sustainability Research

1) Adopting a Definition of Sustainability Research

Example University’s sustainability committee, which includes 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 well-being, and ecological health.

Model 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.

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 a common definition.

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

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

D. Scoring
Institutions earn the maximum of 19 points available for this credit when 30 or more percent of faculty are engaged in sustainability research. Incremental points are awarded based on the percentage of faculty that conducts sustainability research. For example, if 15 percent of faculty members conducted sustainability research, an institution would earn 9.5 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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Faculty Members Engaged in Sustainability Research</th>
<th>Divide</th>
<th>Total Faculty Members Engaged in Research</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>63 ⅓</td>
<td>×</td>
<td>_______</td>
<td>÷</td>
<td>_____</td>
<td>=</td>
<td>(Up to 19 available)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Faculty Members Engaged in Sustainability Research</th>
<th>Divide</th>
<th>Total Faculty Members Engaged in Research</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>63 ⅓</td>
<td>×</td>
<td>200</td>
<td>÷</td>
<td>2,500</td>
<td>=</td>
<td>5.06</td>
</tr>
</tbody>
</table>

**E. Reporting Fields**

**Required**
- The number of the institution’s faculty members engaged in sustainability research
- The total number of the institution’s faculty members engaged in research
- Names and department affiliations of faculty engaged in sustainability research OR the website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted
- The institution’s definition of sustainability research
- A brief description of how the institution developed its definition of sustainability research (e.g. adapted from a model definition, created by committee)
- A brief description of the methodology the institution followed to complete the research inventory
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.
Optional

- Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations
- The website URL where information about sustainability research is available
- Notes about the submission

F. Measurement

Timeframe
Report the most recent definition, results and methodology available.

Institutions may choose to report research activities from one, two, or three academic years, as long as both the total number of research faculty and the number of faculty engaged in sustainability research are measured during the same time. Likewise, institutions may report on all faculty members that are engaged in research regardless of status (e.g. full-time, part-time or adjunct), as long as they are reported in both the count of faculty engaged in research and the count of faculty engaged in sustainability research.

Sampling and Data Standards
Not applicable

G. Standards and Terms
Not applicable
ER 10: Support for Research

5 points available

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

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

1) 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.

2) 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) Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.

4) A resource center dedicated to sustainability and/or a librarian tasked specifically with managing and making available sustainability information to students and faculty.

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

Institutions earn the maximum of 5 points available for this credit by providing all of the incentives and supports listed in the criteria above. Partial points are available based on the incentives and/or supports provided as indicated in the following table:

<table>
<thead>
<tr>
<th>Support or Policy</th>
<th>Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Program to encourage students in multiple disciplines or academic programs to conduct research in sustainability</td>
<td>1.5</td>
</tr>
<tr>
<td>2) Program to encourage faculty in multiple disciplines or academic programs to conduct research in sustainability</td>
<td>1.5</td>
</tr>
<tr>
<td>3) Policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions</td>
<td>1.5</td>
</tr>
<tr>
<td>4) Sustainability resource center and/or librarian</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
</tr>
</tbody>
</table>

**E. Reporting Fields**

**Required**

- An indication of whether the institution has a program to encourage student sustainability research that meets the criteria for this credit
- An indication of whether the institution has a program to encourage faculty sustainability research that meets the criteria for this credit
- An indication of whether the institution has formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions
- An indication of whether the institution has a resource center dedicated to sustainability and/or a librarian tasked specifically with managing and making available sustainability information to students and faculty
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.
Conditional
Required for each support or policy for which the institution is claiming points:
  □ A brief description of the support or policy

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

F. Measurement

Timeframe
Active programs and incentives offered within the past three years are eligible for this credit.

Sampling and Data Standards
Not applicable

G. Standards and Terms

Formally Adopted
Formally adopted policies and procedures are those whose existence and function are integrated into the institution’s organizational structure.
Student Engagement

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

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER 11</td>
<td>Student Educators Program</td>
<td>5</td>
</tr>
<tr>
<td>ER 12</td>
<td>Student Outreach Campaign</td>
<td>4</td>
</tr>
<tr>
<td>ER 13</td>
<td>Student Orientation*</td>
<td>2</td>
</tr>
<tr>
<td>ER 14</td>
<td>Outreach Materials and Publications</td>
<td>3</td>
</tr>
<tr>
<td>ER 15</td>
<td>Student Life</td>
<td>4</td>
</tr>
<tr>
<td>ER 16</td>
<td>Student-Run Initiatives</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

* credit does not apply to all institutions

Optional Reporting Fields

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
ER 11: Student Educators Program

5 points available

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

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

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

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

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

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by ER 12: Student Outreach Campaign, ER 15: Student Life, and ER 16: Student-Run Initiatives, respectively.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 5 points available for this credit by having a peer-to-peer educator program that serves (i.e. directly targets) all for-credit, degree-seeking students. Incremental points are awarded 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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Students Served by a Peer-to-Peer Outreach Program</th>
<th>Divide</th>
<th>Total Number of Degree-Seeking Students</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scoring Example: Student Educators Program

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

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

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

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

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Students Served by a Peer-to-Peer Outreach Program</th>
<th>Divide</th>
<th>Total Number of Degree-Seeking Students</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[$2.50$]
E. Reporting Fields

Required

- An indication of whether the institution coordinates an ongoing peer-to-peer sustainability outreach and education program that meets the criteria for this credit. An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution has an ongoing peer-to-peer sustainability outreach and education program:

- Total number of degree-seeking students enrolled at the institution
- For each peer-to-peer outreach program, report
  - Program name
  - Number of students to whom peer-to-peer sustainability outreach and education is offered (even if not all of these students avail themselves of the offerings)
  - A brief description of the program, including examples of peer-to-peer outreach activities
  - A brief description of how the student educators are selected
  - A brief description of the formal training that the student educators receive
  - A brief description of the staff and/or other financial support the institution provides to the program

Optional

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

F. Measurement

Timeframe

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

Sampling and Data Standards

Include all for-credit or degree-seeking students; reporting on a sample or subset of students is not allowed.
G. Standards and Terms
Not applicable
ER 12: Student Outreach Campaign

4 points available

A. Credit Rationale
This credit recognizes institutions that hold sustainability outreach campaigns that yield measurable, positive results in advancing the institution's sustainability performance (e.g. a reduction in energy or water consumption). Campaigns engage the 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.

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

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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

- Increased awareness
- Additional members of a mailing list or group

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn 4 points for having a campaign or campaigns that meet the criteria outlined above. Partial points are not available for this credit.
Credit Example: Student Outreach Campaigns

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

Example 1: An on-campus competition
Example University had a residence hall vs. residence hall energy conservation competition in which on-campus residents learned energy conservation tips and tools. To measure the impact of the campaign, the university compared residence hall electricity consumption during the month before the competition to consumption during the month of the competition. (There were no major differences in occupancy or other factors that would influence electricity consumption during either month.)

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

Example 2: A campus-wide challenge
Example Community College participated in RecycleMania, a nationwide competition between colleges and universities to increase recycling. During the competition, the institution conducted outreach and held events about the benefits of recycling. Prior to the competition the institution was recycling 30 percent of its total waste. Following the competition, the institution recycled 35 percent of its waste. (There were no other major events or changes that would have influenced the recycling rate during either month.)

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

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

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

Required
- An indication of whether the institution holds at least one sustainability-related outreach campaign that meets the criteria for this credit
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is claiming points for holding a sustainability-related outreach campaign:
- 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)

Optional
- The website URL where information about the sustainability outreach campaign(s) is available
- Notes about the submission

F. Measurement

Timeframe
Report on the most recent campaign within the previous three years 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.

G. Standards and Terms

Representative Sample
A representative sample is a subset of a statistical population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. For example, in a student population of 1000 students in which 25 percent of the students are enrolled in a business school, 50 percent are enrolled in humanities programs, and 25 percent are enrolled in science programs, a representative sample might include 200 students: 50 business students, 100 humanities students, and 50 science students.
ER 13: Student Orientation

2 points available

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

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

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

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

C. Applicability
This credit applies to all institutions that hold student orientation.

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

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of Entering Students Provided Orientation Activities and Programming that Include Sustainability (0-100)</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>.02</td>
<td>×</td>
<td></td>
<td>____</td>
<td>___________</td>
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</tbody>
</table>

Scoring Example

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

Total number of entering students = 400

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

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of Entering Students Provided Orientation Activities and Programming that Include Sustainability (0-100)</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>.02</td>
<td>×</td>
<td>87.5</td>
<td>____</td>
<td>1.75</td>
</tr>
</tbody>
</table>
E. Reporting Fields

Required

□ The percentage of entering students (including transfers) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability

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

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

Optional

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

□ Notes about the submission

F. Measurement

Timeframe
Institutions may choose to report activities from the most recent semester (or equivalent), the most recent year, or the previous three years.

Sampling and Data Standards
Not applicable

G. Standards and Terms
Not applicable
Credit Example: Student Orientation

This credit is based on including sustainability prominently in student orientation activities. The following examples are provided to illustrate prominent inclusion of sustainability.

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

- Each student moving into a residence hall 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.
ER 14: Outreach Materials and Publications

3 points available

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

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

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

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn 0.375 points for each publication and/or outreach material described above. Institutions with eight or more publications or outreach materials earn the maximum of 3 points available for this credit.

E. Reporting Fields

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

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

**Conditional**

Required for each item or material for which the institution is claiming points:

☐ A brief description of the material or publication

**Optional**

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

☐ Notes about the submission

**F. Measurement**

**Timeframe**

Report on currently used outreach materials and publications only.

**Sampling and Data Standards**

Not applicable
G. Standards and Terms

Not applicable
ER 15: Student Life

4 points available

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

B. Criteria
Institution has co-curricular sustainability programs and initiatives. The programs and initiatives include at least one of the following:

- An institution-managed garden or farm, community supported agriculture (CSA) or fishery program, and/or urban agriculture project where students are able to gain experience in organic agriculture and/or sustainable food systems
- A conference, speaker series, symposia or similar event related to sustainability that has students as the intended audience
- A cultural arts event, installation or performance related to sustainability that has students as the intended audience
- A wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles
- A sustainability-related theme chosen for a themed semester, year, or first-year experience (e.g. this could take the form of choosing a sustainability-related book for common reading)
- A program through which students can learn sustainable life skills, for example a series of sustainable living workshops or a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles
- Sustainability-themed housing where residents and visitors learn about sustainability together (having a green building for a residential hall does not, in and of itself, count)
- A graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other

Student-run programs (e.g. student-managed gardens) are not included. They are covered by ER 16: Student-Run Initiatives.

C. Applicability
This credit applies to all institutions.
D. Scoring
Institutions earn 0.67 points for each type of program or initiative described above. Institutions with six or more of the program types listed earn the maximum of 4 points available for this credit.

E. Reporting Fields

Required

☐ An indication of whether the institution has the following programs or initiatives:
  o An institution-managed garden or farm, community supported agriculture (CSA) or fishery program, and/or urban agriculture project where students are able to gain experience in organic agriculture and/or sustainable food systems
  o A conference, speaker series, symposia or similar event related to sustainability that has students as the intended audience
  o A cultural arts event, installation or performance related to sustainability that has students as the intended audience
  o A wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles
  o A sustainability-related theme chosen for a themed semester, year, or first-year experience (e.g. this could take the form of choosing a sustainability-related book for common reading)
  o A program through which students can learn sustainable life skills, for example a series of sustainable living workshops or a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles
  o Sustainability-themed housing where residents and visitors learn about sustainability together (having a green building for a residential hall does not, in and of itself, count)
  o A graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions
  o Other (please specify)

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

Conditional
Required for each program or initiative for which the institution is claiming points:

☐ A brief description of the program or initiative
Optional
- The website URL where information about the institution’s programs and initiatives is available
- Notes about the submission

**F. Measurement**

**Timeframe**
Report on currently available programs and on events that occurred during the previous three years.

**Sampling and Data Standards**
Not applicable

**G. Standards and Terms**
Not applicable
ER 16: Student-Run Initiatives

4 points available

A. Credit Rationale
This credit recognizes institutions whose students manage programs and initiatives that contribute to students learning about sustainability outside of the formal classroom. Student-run initiatives help catalyze change toward sustainability while engaging students in leadership roles.

B. Criteria
Institution’s students manage co-curricular sustainability programs and initiatives that include at least one of the following:

- An active student group focused on sustainability
- A student-run sustainable enterprise that includes sustainability as part of its mission statement or stated purpose (e.g. a café through which students gain sustainable business skills)
- A student-managed garden or farm, community supported agriculture (CSA) or fishery program, and/or urban agriculture project
- A student-managed sustainable investment fund, green revolving fund or microfinance initiative through which students can develop socially, environmentally and fiscally responsible investment skills and experience with governance
- Other

Sustainability outreach campaigns conducted by students and institution-managed programs and initiatives are not included in this credit. They are covered by ER 12: Student Outreach Campaign and ER 15: Student Life, respectively.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn 1 point for each type of program or initiative described above. Institutions with four or more of the program types listed earn the maximum of 4 points available for this credit.

E. Reporting Fields

Required
- An indication of whether the institution has the following student-managed programs or initiatives:
  - An active student group focused on sustainability
o A student-run sustainable enterprise that includes sustainability as part of its mission statement or stated purpose (e.g. a café through which students gain sustainable business skills)

o A student-managed garden or farm, community supported agriculture (CSA) or fishery program, and/or urban agriculture project

o A student-managed sustainable investment fund, green revolving fund or microfinance initiative

o Other (please specify)

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

**Conditional**

Required for each program or initiative for which the institution is claiming points:

□ A brief description of the program or initiative

**Optional**

□ The website URL where information about the institution’s student-run initiatives is available

□ Notes about the submission

**F. Measurement**

**Timeframe**

Report on currently active programs and initiatives.

**Sampling and Data Standards**

Not applicable

**G. Standards and Terms**

Not applicable
Operations

Air and Atmosphere

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

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1</td>
<td>Greenhouse Gas Emissions</td>
<td>14</td>
</tr>
<tr>
<td>OP 2</td>
<td>Scope 3 Greenhouse Emissions</td>
<td>2</td>
</tr>
<tr>
<td>OP 3</td>
<td>Air Pollutant Emissions*</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Optional Reporting Fields

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
OP 1: Greenhouse Gas Emissions

14 points available

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

B. Criteria

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

Part 2
Institution reduced its net Scope 1 and Scope 2 GHG emissions per gross square foot of building space compared to a baseline.

Part 3
Institution’s net Scope 1 and Scope 2 GHG emissions per weighted campus user are less than the following minimum performance threshold for its type:
- Two-year institutions: 2.01 metric tons of carbon dioxide equivalent
- Four-year, non-research institutions: 7.07 metric tons of carbon dioxide equivalent
- Four-year research institutions: 16.16 metric tons of carbon dioxide equivalent

Part 4
Institution’s net Scope 1 and Scope 2 GHG emissions per gross square foot of building space are less than 0.03 metric tons of carbon dioxide equivalent.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets may not be counted toward the reduction. They are counted in OP 2: Scope 3 Greenhouse Gas Emissions.

To conduct an inventory of Scope 1 and 2 GHG emissions, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards. See Section G: Standards and Terms, below, for further guidance on measuring net GHG emissions.

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

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

Part 1
Institutions earn the maximum of 3.5 points available for Part 1 of this credit by achieving zero net Scope 1 and 2 GHG emissions per weighted campus user. Incremental points are awarded for reducing net Scope 1 and 2 GHG emissions per weighted campus user compared to a baseline. For example, an institution that reduced its emissions by 50 percent would earn 1.75 points (half of the points available for Part 1).

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.

\[ \text{Points Earned} = 3.5 \times \left\{ \frac{(A/B) - (C/D)}{(A/B)} \right\} \]

A = Adjusted net Scope 1 and 2 greenhouse gas emissions, baseline year (metric tons)
B = Weighted campus users, baseline year
C = Adjusted net Scope 1 and 2 greenhouse gas emissions, performance year (metric tons)
D = Weighted campus users, performance year

Part 2
Institutions earn the maximum of 3.5 points available for Part 2 of this credit by achieving zero net Scope 1 and 2 GHG emissions per gross square foot of building space. Incremental points are awarded for reducing net Scope 1 and 2 GHG emissions per gross square foot of building space compared to a baseline. For example, an institution that reduced its emissions by 50 percent would earn 1.75 points (half of the points available for Part 2).

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

\[ \text{Points Earned} = 3.5 \times \left\{ \frac{(A/B) - (C/D)}{(A/B)} \right\} \]

A = Adjusted net Scope 1 and 2 greenhouse gas emissions, baseline year (metric tons)
B = Building space, baseline year (square feet)
C = Adjusted net Scope 1 and 2 greenhouse gas emissions, performance year (metric tons)
D = Building space, performance year (square feet)

Part 3
Institutions earn the maximum of 3.5 points available for Part 3 of this credit by achieving zero net Scope 1 and 2 GHG emissions per weighted campus user. Incremental points are awarded based on an institution’s performance between the minimum threshold and zero. For
example, a two-year institution with net Scope 1 and 2 emissions totaling 1.005 metric tons of carbon dioxide equivalent per weighted campus user (50 percent below the minimum threshold) would earn 1.75 points (half of the points available for Part 1).

\[
\text{Points Earned} = 3.5 \times \left\{ \frac{C - \left(\frac{A}{B}\right)}{C} \right\}
\]

A = Adjusted net Scope 1 and 2 greenhouse gas emissions, performance year (metric tons)
B = Weighted campus users, performance year
C = Minimum performance threshold per weighted campus user

Part 4
Institutions earn the maximum of 3.5 points available for Part 4 of this credit by achieving zero net Scope 1 and 2 GHG emissions per gross square foot of building space. Incremental points are awarded based on an institution’s performance between the minimum threshold and zero. For example, an institution with net Scope 1 and 2 emissions of .015 metric tons of carbon dioxide equivalent per gross square foot of building space (50 percent below the minimum threshold) would earn 1.75 points (half of the points available for Part 2).

\[
\text{Points Earned} = 3.5 \times \left\{ \frac{0.03 - \left(\frac{A}{B}\right)}{0.03} \right\}
\]

A = Adjusted net Scope 1 and 2 greenhouse gas emissions, performance year (metric tons)
B = Building space, performance year (square feet)

E. Reporting Fields

Required
- An indication of whether the institution is reporting baseline data from a single year or a 3-year average
- Baseline year (report the middle year if using a 3-year average)
- Scope 1 and 2 gross GHG emissions, baseline year (metric tons of carbon dioxide equivalent)
- Off-site, institution-catalyzed carbon offsets generated, baseline year (metric tons of carbon dioxide equivalent)
- Third-party verified carbon offsets purchased, baseline year (metric tons of carbon dioxide equivalent)
- Figures needed to determine “Weighted Campus User” during the baseline year:
  - On-campus residents, baseline year
  - Non-residential/commuter full-time students, faculty, and staff members, baseline year
  - Non-residential/commuter part-time students, faculty, and staff members, baseline year
- Building space, baseline year (gross square feet)
☐ An indication of whether the institution is reporting performance year data from a single year or a 3-year average

☐ Performance year (report the middle year if using a 3-year average)

☐ Scope 1 and 2 gross GHG emissions, performance year (metric tons of carbon dioxide equivalent)

☐ Off-site, institution-catalyzed offsets generated, performance year (metric tons of carbon dioxide equivalent)

☐ Carbon offsets purchased, performance year (metric tons of carbon dioxide equivalent)

☐ Figures needed to determine “Weighted Campus User” during the performance year:
  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

☐ Building space, performance year (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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

**Conditional**

Required if the institution is reporting off-site, institution-catalyzed carbon offsets:

☐ A brief description of the local offsets program

**Optional**

☐ A brief description of initiatives the institution’s Scope 1 and 2 GHG emissions reduction initiatives, including efforts made during the previous three years

☐ Notes about the submission
## Scoring Example: Greenhouse Gas Emissions, Part 1

The following data describe Example University:

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

Baseline Adjusted Net Scope 1 and 2 Greenhouse Gas Emissions

\[
= (48,195 + 11,475) - (650 + 0) \\
= 59,670 - 650 \\
= 59,020 \text{ MT CO}_2 \text{e}
\]

### B. Weighted Campus Users, Baseline Year:
- On-campus residents = 6,000
- Non-residential/commuter, full-time students, faculty and staff = 4,500
- Non-residential/commuter, part-time students, faculty and staff = 3,200

Baseline Weighted Campus Users

\[
= (1 \times 6,000) + (0.75 \times 4,500) + (0.5 \times 3,200) \\
=6,000 + 3,375 + 1,600 \\
= 10,975
\]

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

Performance Year Adjusted Net Scope 1 and 2 Greenhouse Gas Emissions

\[
= (42,133 + 11,599) - 4,400 \\
= 53,732 - 4,400 \\
= 49,332 \text{ MT CO}_2 \text{e}
\]
Scoring Example: Greenhouse Gas Emissions, Part 1 (cont’d)

D. Weighted Campus Users, Performance Year:
   • On-campus residents = 6,200
   • Non-residential/commuter, full-time students, faculty and staff = 4,700
   • Non-residential/commuter, part-time students, faculty and staff = 3,350

Performance Year Weighted Campus Users
   = (1 × 6,200) + (0.75 × 4,700) + (0.5 × 3,350)
   = 6,200 + 3,525 + 1,675
   = 11,400

Calculating Points Earned

Points Earned = 3.5 × { [ (A/B) – (C/D) ] / (A/B) }

   = 3.5 × { [ (59,020/10,975) – (49,332/11,400) ] / (59,020/10,975) }
   = 3.5 × { [ 5.38 – 4.32 ] / 5.38 }
   = 3.5 × ( 1.06 / 5.38 )
   = 3.5 × 0.197
   = 0.69 points

F. Measurement

Timeframe

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

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

Baseline Year
Report data from the baseline year, which may be any year from 1990 to the present. Recommended best practices for defining a baseline include:
• Use baselines adopted in formal sustainability plans or policies or previous STARS submissions
• Use the average of three consecutive years to reduce the impact of outliers. Institutions using 3-year averages should report the middle of the three years in the “Baseline year” reporting field.
• Use the same baseline year for multiple credits to reduce reporting requirements. For example, institutions using 2005 for all STARS credits that are baseline-based would only have to report baseline weighted campus user data once.
• Ensure that baseline and performance year data are valid and reliable (e.g. that the data were gathered in the same manner)

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

Report population and building space figures from the same period as that from which GHG emissions data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the emissions baseline period). Institutions may use an average from throughout the period or a snapshot at a single representative point during the period (e.g. the fall figures reported to IPEDS by U.S. institutions).

**Sampling and Data Standards**
To conduct a Scope 1 and 2 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 G: Standards and Terms).

Report building space in gross square feet, using the following conversion factor if necessary: 1 square foot = 0.093 m$^2$.

**G. Standards and Terms**

**Adjusted Net Scope 1 and 2 Greenhouse Gas Emissions**
Adjusted net Scope 1 and 2 GHG emissions is a measure of an institution’s overall climate impact (emissions minus carbon offsets generated). STARS calculates the figure according to the following formula. Please note that users will not have to calculate this figure themselves; the result will be calculated automatically when data are entered into the online Reporting Tool.

\[
\text{Adjusted net Scope 1 and 2 greenhouse gas emissions} = \text{Gross Scope 1 and 2 greenhouse gas emissions} - \text{local offsets generated}
\]
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.

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.

Minimum Performance Thresholds

The minimum performance thresholds for this credit were calculated using average performance year data for all STARS Rated Institutions as of August 30, 2012. Unconfirmed data flagged by AASHE staff as outliers subject to data accuracy inquiries were excluded. Performance data for each metric were analyzed by the following institution types: 2-year institutions, 4-year non-research institutions, and 4-year research institutions. For each metric, staff identified institution types for which there were statistically significant differences in performance. In cases where statistically significant differences in average performance were found based on institution type, thresholds were established at differing levels. Otherwise, thresholds were set at the same levels, regardless of institution type. The thresholds were set at 1 standard deviation below mean performance.

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.

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

Weighted Campus Users
Weighted Campus User 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.
OP 2: Scope 3 Greenhouse Gas Emissions

2 points available

A. Credit Rationale
This credit recognizes institutions that have reduced their net Scope 3 greenhouse gas (GHG) emissions.

B. Criteria
Part 1
Institution reduced its net Scope 3 GHG emissions per weighted campus user compared to a baseline.

Part 2
Institution reduced its net Scope 3 GHG emissions per gross square foot of building space compared to a baseline.

Scope 3 emissions sources include, at minimum, air travel paid by the institution and commuting. The baseline Scope 3 GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

For this credit, purchased carbon offsets that have been verified by a third party may count towards the reduction. Purchased offsets that have not been third-party verified do not count. Institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) may not be counted toward the reduction. They are counted in OP 1: Greenhouse Gas Emissions.

To conduct an inventory of Scope 3 GHG emissions, campuses may use any methodology and/or calculator that is consistent with American College & University Presidents’ Climate Commitment reporting. See Section G. Standards and Terms, below, for further guidance on measuring net Scope 3 GHG emissions.

C. Applicability
This credit applies to all institutions.

D. Scoring
Both parts of the credit are required to earn points and are scored together, as follows:

Part 1
Institutions earn the maximum of 1 point available for Part 1 of this credit by achieving zero net Scope 3 GHG emissions per weighted campus user. Incremental points are awarded for reducing net Scope 3 GHG emissions per weighted campus user compared to a baseline. For example, an institution that reduced its Scope 3 emissions by 50 percent would earn 0.5 points (half of the points available for Part 1).
STARS awards only positive points; points will not be deducted if Scope 3 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 E: Reporting Fields* is entered in the online Reporting Tool.

\[
\text{Points Earned} = 1 \times \left\{ \frac{\left( \frac{A}{B} \right) - \left( \frac{C}{D} \right)}{\left( \frac{A}{B} \right)} \right\}
\]

- **A** = Adjusted net Scope 3 greenhouse gas emissions, baseline year (metric tons)
- **B** = Weighted campus users, baseline year
- **C** = Adjusted net Scope 3 greenhouse gas emissions, performance year (metric tons)
- **D** = Weighted campus users, performance year

**Part 2**

Institutions earn the maximum of 1 point available for Part 2 of this credit by achieving zero net Scope 3 GHG emissions per gross square foot of building space. Incremental points are awarded for reducing Scope 3 GHG emissions per gross square foot of building space compared to a baseline. For example, an institution that reduced its Scope 3 emissions by 50 percent would earn 0.5 points (half of the points available for Part 2).

STARS awards only positive points; points will not be deducted if Scope 3 greenhouse gas emissions 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 will be calculated automatically when the data listed under *Section E: Reporting Fields* is entered in the online Reporting Tool.

\[
\text{Points Earned} = 1 \times \left\{ \frac{\left( \frac{A}{B} \right) - \left( \frac{C}{D} \right)}{\left( \frac{A}{B} \right)} \right\}
\]

- **A** = Adjusted net Scope 3 greenhouse gas emissions, baseline year (metric tons)
- **B** = Building space, baseline year (square feet)
- **C** = Adjusted net Scope 3 greenhouse gas emissions, performance year (metric tons)
- **D** = Building space, performance year (square feet)

**E. Reporting Fields**

**Required**
- An indication of whether the institution is reporting baseline data from a single year or a 3-year average
- Baseline year (report the middle year if using a 3-year average)
- Scope 3 gross GHG emissions, baseline year (metric tons of carbon dioxide equivalent)
Third-party verified carbon offsets purchased, baseline year (metric tons of carbon dioxide equivalent)

Figures needed to determine “Weighted Campus User” during the baseline year:
- On-campus residents, baseline year
- Non-residential/commuter full-time students, faculty, and staff members, baseline year
- Non-residential/commuter part-time students, faculty, and staff members, baseline year

Building space, baseline year (gross square feet)

An indication of whether the institution is reporting performance year data from a single year or a 3-year average

Performance year (report the middle year if using a 3-year average)

Scope 3 gross GHG emissions, performance year (metric tons of carbon dioxide equivalent)

Third-party verified carbon offsets purchased, performance year (metric tons of carbon dioxide equivalent)

Figures needed to determine “Weighted Campus User” during the performance year:
- On-campus residents, performance year
- Non-residential/commuter full-time students, faculty, and staff members, performance year
- Non-residential/commuter part-time students, faculty, and staff members, performance year

Building space, performance year (gross square feet)

An indication of whether each of the following are included in Scope 3 emissions:
- Air travel
- Commuting
- Embodied emissions from food purchases
- Embodied emissions from other purchased products
- Solid waste disposal
- Other (please specify)

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

Optional
- A brief description of the institution’s Scope 3 GHG emissions reduction initiatives,
The following data describe Example University:

**A. Adjusted Net Scope 3 Greenhouse Gas Emissions in Baseline Year:**
- Metric tons of Scope 3 gross GHG emissions = 19,890
- Metric tons of third-party verified carbon offsets purchased = 650

Baseline Year Adjusted Net Greenhouse Gas Emissions
\[ = 19,890 - 650 \]
\[ = 19,240 \text{ MT CO}_2 \text{e} \]

**B. Weighted Campus Users in Baseline Year:**
- On-campus residents = 6,000
- Non-residential/commuter, full-time students, faculty and staff = 4,500
- Non-residential/commuter, part-time students, faculty and staff = 3,200

Baseline Year Weighted Campus Users
\[ = (1 \times 6,000) + (0.75 \times 4,500) + (0.5 \times 3,200) \]
\[ = 6,000 + 3,375 + 1,600 \]
\[ = 10,975 \]

**C. Adjusted Net Scope 3 Greenhouse Gas Emissions in Performance Year:**
- Metric tons of Scope 3 gross GHG emissions = 17,911
- Metric tons of third-party verified carbon offsets purchased = 11,900

Performance Year Adjusted Net Scope 3 Greenhouse Gas Emissions
\[ = 17,911 - 11,900 \]
\[ = 6,011 \text{ MT CO}_2 \text{e} \]
Scoring Example: Scope 3 GHG Emissions, Part 1 (cont’d)

D. Weighted Campus Users in Performance Year:
- On-campus residents = 6,200
- Non-residential/commuter, full-time students, faculty and staff = 4,700
- Non-residential/commuter, part-time students, faculty and staff = 3,350

Performance Year Weighted Campus Users
\[
= (1 \times 6,200) + (0.75 \times 4,700) + (0.5 \times 3,350) \\
= 6,200 + 3,525 + 1,675 \\
= 11,400
\]

Calculating Points Earned

Points Earned = \[\frac{1 \times \left( A/B - C/D \right)}{A/B}\]
\[
= 1 \times \left\{ \frac{(19,240/10,975) - (6,011/11,400)}{19,240/10,975} \right\} \\
= 1 \times \left\{ \frac{1.75 - .53}{1.75} \right\} \\
= 1 \times \left\{ \frac{1.06}{1.75} \right\} \\
= 1 \times 0.61 \\
= 0.61 \text{ points}
\]

F. Measurement

Timeframe

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

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

Baseline Year
Report data from the baseline year, which may be any year from 1990 to the present. Recommended best practices for defining a baseline include:
• Use baselines adopted in formal sustainability plans or policies or previous STARS submissions
• Use the average of three consecutive years to reduce the impact of outliers. Institutions using 3-year averages should report the middle of the three years in the “Baseline year” reporting field.
• Use the same baseline year for multiple credits to reduce reporting requirements. For example, institutions using 2005 for all STARS credits that are baseline-based would only have to report baseline weighted campus user data once.
• Ensure that baseline and performance year data are valid and reliable (e.g. that the data were gathered in the same manner)

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

Report population and building space figures from the same period as that from which GHG emissions data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the emissions baseline period). Institutions may use an average from throughout the period or a snapshot at a single representative point during the period (e.g. the fall figures reported to IPEDS by U.S. institutions).

**Sampling and Data Standards**

To conduct a Scope 3 GHG emissions inventory, campuses may use any methodology and/or calculator, including Clean Air-Cool Planet’s [Campus Carbon Calculator](#), that is consistent with American College & University Presidents’ Climate Commitment reporting (see Section G: Standards and Terms).

Report building space in gross square feet, using the following conversion factor if necessary: 1 square foot = .093 m$^2$.

**G. Standards and Terms**

**Adjusted Net Scope 3 Greenhouse Gas Emissions**

Adjusted net Scope 3 GHG emissions is a measure of an institution’s indirect and embodied climate impact (Scope 3 emissions minus carbon offsets 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.

\[
\text{Adjusted net Scope 3 greenhouse gas emissions} = \text{Gross Scope 3 greenhouse gas emissions} - \text{third-party verified carbon offsets purchased}
\]

American College & University Presidents’ Climate Commitment
The American College & University Presidents' Climate Commitment (ACUPCC) is an effort to address global climate disruption undertaken by a network of U.S. colleges and universities that have made institutional commitments to eliminate net greenhouse gas emissions from specified campus operations, and to promote the research and educational efforts of higher education to equip society to re-stabilize the earth’s climate.

**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)](https://example.com) of the U.S. Department of Education's *Postsecondary Education Facilities Inventory and Classification Manual*.

**Scope 3 Emissions**

Scope 3 emissions are all indirect emissions not covered in Scope 2 (see [OP 1: Greenhouse Gas Emissions](https://example.com)). Scope 3 emission sources include:

- Air travel
- Commuting
- Extraction, production, and transportation of purchased materials and fuels, including food
- Outsourced activities
- Solid waste disposal

**Third-Party Verified Carbon Offsets**

Third-party verified carbon offsets are purchased by outside vendors. Green-e Climate, the [Verified Climate Standard](https://example.com), and the [Gold Standard](https://example.com) 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 User 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.

\[
\text{Weighted Campus Users} = (1 \times \text{number of on-campus residents}) + (0.75 \times \text{number of non-residential or commuter full-time students, faculty, and staff members}) + (0.5 \times \text{number of non-residential or commuter part-time students, faculty, and staff members})
\]

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.
OP 3: Air Pollutant Emissions Reduction

2 points available

A. Credit Rationale
This credit recognizes institutions that have reduced their air pollutant emissions.

B. Criteria

Part 1
Institution reduced its air pollutant emissions per weighted campus user compared to a baseline.

Part 2
Institution reduced its air pollutant emissions per gross square foot of building space compared to a baseline.

Air pollutants include, at minimum, nitrogen oxides (NOx) and sulfur oxides (SOx), as well as other pollutants that the institution is legally required to report by the province/state and/or nation in which the institution is located. Baseline air pollutant emissions should include the same emissions sources as performance year emissions.

C. Applicability
This credit applies to all institutions that are legally required to monitor and report air pollutant emissions (e.g. U.S. institutions with a Title V permit covering air emissions)

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

Part 1
Institutions earn the maximum of 1 point available for Part 1 of this credit by achieving zero air pollutant emissions per weighted campus user. Incremental points are awarded for reducing air pollutant emissions per weighted campus user compared to a baseline. For example, an institution that reduced its air pollutant emissions by 50 percent would earn 0.5 points (half of the points available for Part 1).

STARS awards only positive points; points will not be deducted if Scope 3 greenhouse gas emissions per weighted campus user increased rather than decreased during the time period.
Points Earned = 1 × { [(A/B) - (C/D)] / (A/B) }

A = Air pollutant emissions, baseline year
B = Weighted campus users, baseline year
C = Air pollutant emissions, performance year
D = Weighted campus users, performance year

Part 2
Institutions earn the maximum of 1 point available for Part 2 of this credit by achieving zero air pollutant emissions per gross square foot of building space. Incremental points are awarded for reducing air pollutant emissions per gross square foot of building space compared to a baseline. For example, an institution that reduced its air pollutant emissions by 50 percent would earn 0.5 points (half of the points available for Part 2).

STARS awards only positive points; points will not be deducted if Scope 3 greenhouse gas emissions per gross square foot of building space increased rather than decreased during the time period.

Points Earned = 1 × { [(A/B) - (C/D)] / (A/B) }

A = Air pollutant emissions, baseline year
B = Building space, baseline year
C = Air pollutant emissions, performance year
D = Building space, performance year

E. Reporting Fields

Required
- An indication of whether the institution is reporting baseline data from a single year or a 3-year average
- Baseline year (report the middle year if using a 3-year average)
- Air pollutant emissions, baseline year (metric tons)
- Figures needed to determine “Weighted Campus User” during the baseline year:
  - On-campus residents, baseline year
  - Non-residential/commuter full-time students, faculty, and staff members, baseline year
  - Non-residential/commuter part-time students, faculty, and staff members, baseline year
- Building space, baseline year (gross square feet)
- An indication of whether the institution is reporting performance year data from a single year or a 3-year average
- Performance year (report the middle year if using a 3-year average)
Air pollutant emissions, performance year (metric tons)

Figures needed to determine “Weighted Campus User” during the performance year:
- On-campus residents, performance year
- Non-residential/commuter full-time students, faculty, and staff members, performance year
- Non-residential/commuter part-time students, faculty, and staff members, performance year

Building space, performance year (gross square feet)

An indication of whether the following are included in air pollutant emissions:
- Nitrogen oxides
- Sulfur oxides
- Ozone
- Carbon monoxide
- Particulate matter
- Lead
- HFC-134
- Other (please specify)

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

Optional
- A brief description of the institution’s air pollutant emissions reduction initiatives, including efforts made during the previous three years
- Notes about the submission

F. Measurement

Timeframe

Performance Year

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

Report population and building space figures from the same time period as that from which air pollutant emissions data are drawn (e.g. the consecutive 12-month or 3-year period that
most closely overlaps with the emissions performance period). Institutions may use an average from throughout the period or a snapshot at a single representative point during the period (e.g. the fall figures reported to IPEDS by U.S. institutions).

**Baseline Year**
Report data from the baseline year, which may be any year from 1990 to the present. Recommended best practices for defining a baseline include:
- Use baselines adopted in formal sustainability plans or policies or previous STARS submissions
- Use the average of three consecutive years to reduce the impact of outliers. Institutions using 3-year averages should report the middle of the three years in the “Baseline year” reporting field.
- Use the same baseline year for multiple credits to reduce reporting requirements. For example, institutions using 2005 for all STARS credits that are baseline-based would only have to report baseline weighted campus user data once.
- Ensure that baseline and performance year data are valid and reliable (e.g. that the data were gathered in the same manner)

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

Report population and building space figures from the same period as that from which air pollutant emissions data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the emissions baseline period). Institutions may use an average from throughout the period or a snapshot at a single representative point during the period (e.g. the fall figures reported to IPEDS by U.S. institutions).

**Sampling and Data Standards**
To conduct an air pollutant emissions inventory, institutions may use any methodology and/or calculator, such as U.S. EPA’s emission estimation tool, that is consistent with the reporting requirements of the province/state and/or nation in which the institution is located.

Report building space in gross square feet, using the following conversion factor if necessary: 1 square foot = .093 m².

**G. 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
Weighted Campus Users

Weighted Campus User 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. Please note that users will not have to calculate this figure themselves; the result will be calculated automatically when data are entered into the online Reporting Tool.

\[
\text{Weighted Campus Users} = (1 \times \text{number of on-campus residents}) + (0.75 \times \text{number of non-residential or commuter full-time students, faculty, and staff members}) + (0.5 \times \text{number of non-residential or commuter part-time students, faculty, and staff members})
\]

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.
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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 4</td>
<td>Building Operations and Maintenance</td>
<td>7</td>
</tr>
<tr>
<td>OP 5</td>
<td>Building Design and Construction*</td>
<td>5</td>
</tr>
<tr>
<td>OP 6</td>
<td>Indoor Air Quality</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

* credit does not apply to all institutions

Optional Reporting Fields

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
OP 4: Building Operations and Maintenance

7 points available

A. Credit Rationale
This credit recognizes institutions that operate and maintain their buildings in ways that protect the health of building occupants and the environment. An institution’s existing building stock is typically the largest source of campus energy consumption and greenhouse gas emissions. By adopting and following a sustainable operations and maintenance framework, institutions can conserve energy and water, minimize impacts on the surrounding site, reduce waste and water consumption, promote indoor environmental quality, and support markets for environmentally preferable materials while providing healthy and productive work, learning, and living spaces.

B. 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 formal sustainable operations and maintenance guidelines and policies (see Section G. Standards and Terms) that cover the following:
- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

* Institutions outside the U.S. and Canada may substitute another rating system for existing buildings used by an Established Green Building Council (GBC), e.g. BREEAM, CASBEE, DGNB, Green Star, IGBC (See Section G. Standards and Terms, below).

C. Applicability
This credit applies to all institutions that have any “Eligible Building Space (Operations and Maintenance),” as defined in Section G: Standards and Terms, below.

D. Scoring
Institutions earn the maximum of 7 points available for this credit by having all eligible building square footage be certified under LEED for Existing Buildings: O&M, certification
level Platinum (or be certified at the highest achievable level under another GBC rating system). Incremental points are awarded based on the percentage of building space that is certified at each level and/or maintained in accordance with sustainable operations and maintenance policies (see table below). For example, an institution that had 100 percent of its eligible buildings space certified at the minimum level would earn 3.5 points for this credit, while an institution that had 50 percent of its eligible building space certified at the minimum level would earn 1.75 points.

U.S. and Canadian institutions earn points as calculated according to the following table:

<table>
<thead>
<tr>
<th>Sustainable Operations and Maintenance Level</th>
<th>Point Value Per Level</th>
<th>Multiply</th>
<th>Square Feet of Building Space Certified at Each Level</th>
<th>Divide</th>
<th>Total Square Feet of Eligible Building Space</th>
<th>Equals</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not certified but follows guidelines or policies*</td>
<td>2.625</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>LEED for Existing Buildings: O&amp;M Certified</td>
<td>3.5</td>
<td>×</td>
<td>______</td>
<td>+</td>
<td>______</td>
<td>=</td>
<td>______</td>
</tr>
<tr>
<td>LEED for Existing Buildings: O&amp;M Silver</td>
<td>4.375</td>
<td></td>
<td>______</td>
<td></td>
<td>______</td>
<td>=</td>
<td>______</td>
</tr>
<tr>
<td>LEED for Existing Buildings: O&amp;M Gold</td>
<td>5.25</td>
<td></td>
<td>______</td>
<td></td>
<td>______</td>
<td>=</td>
<td>______</td>
</tr>
<tr>
<td>LEED for Existing Buildings: O&amp;M Platinum</td>
<td>7</td>
<td></td>
<td>______</td>
<td></td>
<td>______</td>
<td>=</td>
<td>______</td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Eligible building space certified by a non-LEED system should be reported as “Not certified but follows guidelines or policies”.

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.

Total points
Institutions **outside** the U.S. and Canada earn points according to the point values outlined in the following table:

<table>
<thead>
<tr>
<th>3-Tier GBC System</th>
<th>4-Tier GBC System (e.g. LEED)</th>
<th>5-Tier GBC System</th>
<th>6-Tier GBC System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
<td><strong>Point Value</strong></td>
<td><strong>Level</strong></td>
<td><strong>Point Value</strong></td>
</tr>
<tr>
<td>Not certified but follows guidelines or policies*</td>
<td>2.625</td>
<td>Not certified but follows guidelines or policies*</td>
<td>2.625</td>
</tr>
<tr>
<td>Certified at Minimum Level</td>
<td>3.5</td>
<td>Certified at Minimum Level</td>
<td>3.5</td>
</tr>
<tr>
<td>Certified at Mid-Level</td>
<td>5</td>
<td>Certified at Minimum Level</td>
<td>4.375</td>
</tr>
<tr>
<td>Certified at Highest Achievable Level</td>
<td>7</td>
<td>Certified at 2nd Highest Level</td>
<td>5.25</td>
</tr>
<tr>
<td>Certified at Highest Achievable Level</td>
<td>7</td>
<td>Certified at 2nd Highest Level</td>
<td>6</td>
</tr>
</tbody>
</table>

* Eligible building space certified by a non-GBC system should be reported as “Not certified but follows guidelines or policies”. 
Scoring Example: Buildings Operations & Maintenance

Example University (U.S.) 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 certified under LEED for Existing Buildings: O&M
2) 10,000 ft$^2$ building that is neither maintained in accordance with a sustainable building operation and maintenance policy nor certified under LEED for Existing Buildings: O&M
3) 5,000 ft$^2$ building that is maintained in accordance with a formal sustainable building operation and maintenance policy
4) 20,000 ft$^2$ building that is certified under LEED for Existing Buildings: O&M, certification level Silver
5) 10,000 ft$^2$ building that is certified under LEED for Existing Buildings: O&M, certification level Platinum

Total Building Space
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 certified LEED Silver = 20,000 ft$^2$
- Building space that is certified LEED Platinum = 10,000 ft$^2$
E. Reporting Fields

Required
- Total building space that meets “Eligible Buildings Criteria” (square feet)
- An indication of whether the institution is located outside the U.S. and Canada
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is located in the U.S. or Canada:
- Building space that is certified at each level under LEED for Existing Buildings: O&M (square feet):
  - LEED Certified
  - LEED Silver
  - LEED Gold
  - LEED Platinum
- Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies, but not LEED-certified (square feet)
Required if the institution is located outside the U.S. and Canada:

- Local rating system for existing buildings used by an Established Green Building Council (GBC)
- Number of certification levels used by the GBC rating system
- Building space that is certified at each level by the GBC rating system (square feet)
- Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies, but not certified by a GBC rating system (square feet)

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
- The website URL where an inventory of the institution’s certified buildings is available
- Notes about the submission

F. Measurement

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

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

Sampling and Data Standards
Report building space in gross square feet, using the following conversion factor if necessary: 1 square foot = .093 m².
Include all buildings that are part of the institution’s overall STARS institutional boundary when reporting for this credit. Reporting on a sample or subset of buildings is not allowed for this credit.

G. Standards and Terms

Gross Square Feet
This credit is based on gross square footage, i.e. gross floor area. Consistent with the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) and the U.S. Green Building Council (USGBC), gross floor area is defined as: “Sum of the floor areas of the spaces within the building, including basements, mezzanine and intermediate-floored tiers, and penthouses with headroom height of 7.5 ft (2.2 meters) or greater. It is measured from the exterior faces of exterior walls or from the centerline of walls separating buildings, or (for LEED CI certifying spaces) from the centerline of walls separating spaces. Excludes non-enclosed (or non-enclosable) roofed-over areas such as exterior covered walkways, porches, terraces or steps, roof overhangs, and similar features. Excludes air shafts, pipe trenches, and chimneys.”

Eligible Building Space (Operations and Maintenance)
Eligible Building Space (Operations and Maintenance) includes all building space that meets the following criteria. (Note that institutions outside the U.S. and Canada that use GBC rating systems other than LEED should use the definitions of eligible building space specified in those systems.)

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.

**Established Green Building Council (GBC)**

An **Established Green Building Council** is a GBC that has been granted ‘Established’ membership status by the World Green Building Council (WGBC). Information on GBCs and rating systems/tools is available on the [WGBC website](http://www.wgbc.org).  

**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](http://www.usgbc.org). 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.

**Sustainable Operations and Maintenance Guidelines and Policies**

Sustainable operations and maintenance guidelines include rating systems that are not in use by an Established Green Building Council, as well as other guidelines and policies that have been formally adopted by the institution (i.e. integrated into the institution’s organizational structure) and cover all of the following:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
OP 5: Building Design and Construction

5 points available

A. Credit Rationale
This credit recognizes institutions that have incorporated environmental features into their design and construction projects. Decisions made during the design phase, such as where to locate the building and how it is oriented, can yield significant energy savings and reduce impacts on the site. By designing and building for enhanced indoor environmental quality (IEQ), institutions can ensure their buildings provide safe, healthy, and productive spaces for the campus community.

B. Criteria
Institution-owned buildings that were constructed or underwent major renovations in the previous five 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*

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

   and/or

3) Certified ‘Living’ by the Living Building Challenge (LBC)

* Institutions outside the U.S. and Canada may substitute another rating system for new construction and major renovations used by an Established Green Building Council (GBC), e.g. BREEAM, CASBEE, DGNB, Green Star, IGBC (see Section G. Standards and Terms).

C. Applicability
This credit applies to institutions that have any Eligible Building Space (Design and Construction) as defined in Section G: Standards and Terms, below.
D. Scoring
Incremental points are awarded based on the percentage of eligible building space that is
certified under LEED (or another GBC rating system) and/or designed and constructed in
accordance with green building policies or guidelines. Institutions earn the maximum of 5
points for this credit by having all eligible building space completed during the previous five
years certified ‘Living’ under the Living Building Challenge.

For example, an institution that had 100 percent of its eligible building space certified at the
minimum level would earn 2.5 points for this credit, while an institution that had 50 percent
of its eligible building space certified at the minimum level would earn 1.25 points.

U.S. and Canadian institutions earn points as calculated according to the following table:

<table>
<thead>
<tr>
<th>Design and Construction Certification Level</th>
<th>Point Value Per Level</th>
<th>Multiply</th>
<th>Square Feet of Building Space Certified at Each Level</th>
<th>Divide</th>
<th>Total Square Feet of Eligible Building Space</th>
<th>Equals</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not certified but follows guidelines or policies*</td>
<td>1.875</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>LEED Certified</td>
<td>2.5</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>LEED Silver</td>
<td>3</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>LEED Gold</td>
<td>3.75</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>LEED Platinum</td>
<td>4.75</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Certified ‘Living’</td>
<td>5</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Eligible building space certified by a non-LEED or LBC system should be reported as “Not
certified but follows guidelines or policies”.

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

\[
\text{Points} = \frac{\text{Total Square Feet of Eligible Building Space}}{\text{Square Feet of Building Space Certified at Each Level}} \times \text{Point Value Per Level}
\]
Institutions **outside** the U.S. and Canada earn points as calculated according to the point values outlined in the following table:

<table>
<thead>
<tr>
<th>3-Tier GBC System</th>
<th>4-Tier GBC System (e.g. LEED)</th>
<th>5-Tier GBC System</th>
<th>6-Tier GBC System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Point Value</td>
<td>Level</td>
<td>Point Value</td>
</tr>
<tr>
<td>Not certified but follows guidelines or policies*</td>
<td>1.875</td>
<td>Not certified but follows guidelines or policies*</td>
<td>1.875</td>
</tr>
<tr>
<td>Certified at Minimum Level</td>
<td>2.5</td>
<td>Certified at Minimum Level</td>
<td>2.5</td>
</tr>
<tr>
<td>Certified at Mid-Level</td>
<td>3.375</td>
<td>Certified at Above Minimum Level</td>
<td>3</td>
</tr>
<tr>
<td>Certified at the Highest Achievable Level</td>
<td>4.75</td>
<td>Certified at 2nd Highest Level</td>
<td>3.75</td>
</tr>
<tr>
<td>Certified ‘Living’</td>
<td>5</td>
<td>Certified at the Highest Achievable Level</td>
<td>4.75</td>
</tr>
<tr>
<td>Certified ‘Living’</td>
<td>5</td>
<td>Certified at the Highest Achievable Level</td>
<td>4.75</td>
</tr>
<tr>
<td>Certified ‘Living’</td>
<td>5</td>
<td>Certified at the Highest Achievable Level</td>
<td>4.75</td>
</tr>
<tr>
<td>Certified ‘Living’</td>
<td>5</td>
<td>Certified at the Highest Achievable Level</td>
<td>4.75</td>
</tr>
<tr>
<td>Certified ‘Living’</td>
<td>5</td>
<td>Certified at the Highest Achievable Level</td>
<td>4.75</td>
</tr>
</tbody>
</table>

* Eligible building space certified by a non-GBC system should be reported as “Not certified but follows guidelines or policies”.

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OP | Buildings
Scoring Example: Building Design and Construction

Example Community College (Canada) 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 formal green building policies or guidelines nor certified under LEED
2) A 10,000 ft\(^2\) building that was designed and built in accordance with formal green building policies or guidelines, but not certified under LEED
3) A 5,000 ft\(^2\) building that is certified under LEED for New Construction and Major Renovations, certification level Silver
4) A 20,000 ft\(^2\) building that is certified under LEED for New Construction and Major Renovations, certification level Platinum

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 formal sustainable building operations and maintenance guidelines = 10,000 ft\(^2\)
- Building space that is certified LEED Silver = 5,000 ft\(^2\)
- Building space that is certified LEED Platinum = 20,000 ft\(^2\)
### Scoring Example: Building Design and Construction (cont’d)

<table>
<thead>
<tr>
<th>Design and Construction Certification Level</th>
<th>Point Value Per Level</th>
<th>Multiply</th>
<th>Square Feet of Building Space Certified at Each Level</th>
<th>Total Square feet of Eligible Building Space</th>
<th>Equals</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not certified but follows guidelines or policies</td>
<td>1.875</td>
<td></td>
<td>10,000</td>
<td></td>
<td></td>
<td>0.47</td>
</tr>
<tr>
<td>LEED Certified</td>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>LEED Silver</td>
<td>3</td>
<td>×</td>
<td>5,000</td>
<td>+</td>
<td>40,000</td>
<td>=</td>
</tr>
<tr>
<td>LEED Gold</td>
<td>3.75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>LEED Platinum</td>
<td>4.75</td>
<td></td>
<td>20,000</td>
<td></td>
<td>2.38</td>
<td></td>
</tr>
<tr>
<td>Certified ‘Living’</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.22</td>
</tr>
</tbody>
</table>

### E. Reporting Fields

**Required**
- New building space that meets “Eligible Buildings Criteria” (square feet)
- An indication of whether the institution is located outside the U.S. and Canada
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

**Conditional**
Required if the institution is located in the U.S. or Canada:
- New building space that is that is certified at each level under LEED and/or the Living
Building Challenge (square feet):
  - LEED Certified
  - LEED Silver
  - LEED Gold
  - LEED Platinum
  - Certified 'Living'
  - New building space that was designed and constructed in accordance with formal green building policies or guidelines but not certified under LEED or the Living Building Challenge (square feet)

Required if the institution is located outside the U.S. or Canada:
  - Local rating system for new construction and major renovations used by an Established Green Building Council (GBC)
  - Number of certification levels used by the GBC rating system
  - New building space that is that is certified at each level under the GBC rating system and/or the Living Building Challenge (square feet)
  - New building space that was designed and constructed in accordance with formal green building policies or guidelines but not certified under a GBC rating system or the Living Building Challenge (square feet)

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
  - The website URL where an inventory of the institution's certified buildings is available

Notes about the submission

**F. Measurement**

**Timeframe**

Report on the current certification status of buildings at the time of STARS submission. Buildings for which certification is pending should not be counted as certified space, and these buildings may be excluded from the institution’s profile for up to two years following registration with a rating system.
This credit focuses on buildings for which construction was completed within the previous five years.

**Sampling and Data Standards**

Report building space in gross square feet, using the following conversion factor if necessary: 1 square foot = .093 m².

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 subset of buildings is not allowed.

**G. Standards and Terms**

**Gross Square Feet**

This credit is based on gross square footage, i.e. gross floor area. Consistent with the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) and the U.S. Green Building Council (USGBC), gross floor area is defined as: “Sum of the floor areas of the spaces within the building, including basements, mezzanine and intermediate-floored tiers, and penthouses with headroom height of 7.5 ft (2.2 meters) or greater. It is measured from the exterior faces of exterior walls or from the centerline of walls separating buildings, or (for LEED CI certifying spaces) from the centerline of walls separating spaces. Excludes non-enclosed (or non-enclosable) roofed-over areas such as exterior covered walkways, porches, terraces or steps, roof overhangs, and similar features. Excludes air shafts, pipe trenches, and chimneys.”

**Eligible Building Space (Design and Construction)**

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

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

(Note that institutions outside the U.S. and Canada that use GBC rating systems other than LEED should use the definitions of eligible building space specified in those systems.)

1) **New Construction and Major Renovations**

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

- “[B]e designed for, constructed on, and operated on a permanent location on already existing land. No building or space that is designed to move at any point in its lifetime [should be included].”
- “[I]nclude a minimum of 1,000 square feet (93 square meters) of gross floor area.”
Furthermore, the institution, as the building’s owner, “must occupy more than 50% of the building’s leasable square footage.”

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

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

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

2) Commercial Interiors

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

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

3) Core and Shell

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

- “[B]e designed for, constructed on, and operated on a permanent location on already existing land. No building or space that is designed to move at any point in its lifetime“ should be included.
- The project “must include the new, ground-up design and construction, or major renovation, of at least one building in its entirety.“
- “[I]nclude a minimum of 1,000 square feet (93 square meters) of gross floor area”

4) Institutions using other GBC rating systems may use the definitions of eligible building space specified in those systems.

Established Green Building Council (GBC)

An Established Green Building Council is a GBC that has been granted ‘Established’ membership status by the World Green Building Council (WGBC). Information on member GBCs and rating systems/tools is available on the WGBC website.
**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 U.S. and Canadian colleges and universities. The U.S. Green Building Council describes “When to Use LEED for New Construction“ as follows.
LEED for New Construction was designed primarily for new commercial office buildings, but it has been applied to many other building types by LEED practitioners. All commercial buildings, as defined by standard building codes, are eligible for certification as LEED for New Construction buildings. Examples of commercial occupancies include offices, institutional buildings (libraries, museums, churches, etc.), hotels, and residential buildings of 4 or more habitable stories.

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

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

Green Building Guidelines and Policies
Green building guidelines and policies include rating systems that are not in use by an Established Green Building Council, as well as other green building guidelines and policies that have been formally adopted by the institution (i.e. integrated into the institution’s organizational structure) and cover all of the following:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

Living Building Challenge
The Living Building Challenge (LBC) is a program of the International Living Future Institute, a “non-governmental organization (NGO) committed to catalyzing a global transformation toward true sustainability”. The Living Building Challenge, a philosophy, advocacy tool and certification program that addresses development at all scales. It is comprised of seven
performance areas (Site, Water, Energy, Health, Materials, Equity and Beauty), which are further subdivided into a total of twenty Imperatives.
OP 6: Indoor Air Quality

2 points available

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

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

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

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 2 points available for this credit when all buildings are covered by an indoor air quality management program (or if there is an institution-wide program). Incremental points are available based on the percentage of occupied building space that meets the criteria. For example, if an institution had 50 percent of its occupied building space covered by an IAQ policy, it would earn 1 point (half of the points available for this credit). Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Occupied Building Space Covered by an IAQ Plan</th>
<th>Divide</th>
<th>Total Occupied Building Space</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>×</td>
<td>_____</td>
<td>÷</td>
<td>_____</td>
<td>=</td>
<td>_____</td>
</tr>
</tbody>
</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.
Scoring Example: Indoor Air Quality

Example College has 1,000,000 ft\(^2\) of occupied building space. Example College has an Indoor Air Quality management program that meets the criteria listed above for its residence halls, which comprise 300,000 ft\(^2\) of building space. No other facilities have an IAQ program that meets all of the criteria listed.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Occupied Building Space Covered by an IAQ Plan</th>
<th>Divide</th>
<th>Total Occupied Building Space</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>(\times)</td>
<td>300,000</td>
<td>(\div)</td>
<td>1,000,000</td>
<td></td>
<td>0.60</td>
</tr>
</tbody>
</table>

E. Reporting Fields

Required
- Occupied building space covered by an indoor air quality program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints (square feet)
- Total occupied building space (square feet)
- A brief description of the institution’s indoor air quality program(s), including information about regular auditing or monitoring, mechanisms for occupants to register complaints, and action plans
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional
- The website URL where information about the institution’s indoor air quality program(s) is available
- Notes about the submission
F. Measurement

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

Sampling and Data Standards
Report building space in gross square feet, using the following conversion factor if necessary:
1 square foot = .093 m².

G. Standards and Terms

Occupied Building Space
This credit is based on occupied building space, i.e. gross floor area. Consistent with the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) and the U.S. Green Building Council (USGBC), gross floor area is defined as: “Sum of the floor areas of the spaces within the building, including basements, mezzanine and intermediate-floored tiers, and penthouses with headroom height of 7.5 ft. (2.2 meters) or greater. It is measured from the exterior faces of exterior walls or from the centerline of walls separating buildings, or (for LEED CI certifying spaces) from the centerline of walls separating spaces. Excludes non-enclosed (or non-enclosable) roofed-over areas such as exterior covered walkways, porches, terraces or steps, roof overhangs, and similar features. Excludes air shafts, pipe trenches, and chimneys.”
Energy

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

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.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 7</td>
<td>Energy Consumption</td>
<td>10</td>
</tr>
<tr>
<td>OP 8</td>
<td>Clean and Renewable Energy</td>
<td>6</td>
</tr>
<tr>
<td>OP 9</td>
<td>Energy Metering and Management</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Optional Reporting Fields

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
OP 7: Energy Consumption

10 points available

A. Credit Rationale
This credit recognizes institutions that have reduced their energy usage.

B. Criteria
Part 1
Institution has reduced its total energy consumption per weighted campus user compared to a baseline.

Part 2
Institution has reduced its total energy consumption per gross square foot of building space compared to a baseline.

Part 3
Institution’s energy consumption per weighted campus user is less than the following minimum performance threshold for its type:
- Two-year institutions: 20.62 MMBtu
- Four-year, non-research institutions: 83.24 MMBtu
- Four-year research institutions: 105.4 MMBtu

Part 4
Institution’s energy consumption per gross square foot of building space is less than the following minimum performance threshold for its type:
- Two-year institutions: .37 MMBtu
- Four-year, non-research institutions: .15 MMBtu

Four-year research institutions: .21 MMBtu

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

<table>
<thead>
<tr>
<th>Energy Unit</th>
<th>MMBtu Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 kWh</td>
<td>0.003412</td>
</tr>
<tr>
<td>1 MWh</td>
<td>3.412</td>
</tr>
<tr>
<td>1 therm</td>
<td>0.1</td>
</tr>
<tr>
<td>1 kBtu</td>
<td>0.001</td>
</tr>
<tr>
<td>1 ton-hour</td>
<td>0.012</td>
</tr>
<tr>
<td>1 MJ</td>
<td>0.000948</td>
</tr>
</tbody>
</table>

C. Applicability
This credit applies to all institutions.
D. Scoring

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

Part 1
Institutions earn the maximum of 2.5 points available for Part 1 of this credit by reducing building energy consumption per weighted campus user compared to a baseline by 50 percent. Partial points are awarded based on the reduction achieved. For example, an institution that reduced energy consumption per weighted campus user by 25 percent would earn 1.25 points (half of the points available for Part 1).

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

\[
\text{Points Earned} = 5 \times \left( \frac{\left( \frac{A}{B} - \frac{C}{D} \right)}{\frac{A}{B}} \right)
\]

- A = Total energy consumption, baseline year (MMBtu)
- B = Weighted campus users, baseline year
- C = Total energy consumption, performance year (MMBtu)
- D = Weighted campus users, performance year

Part 2
Institutions earn the maximum of 2.5 points available for Part 2 of this credit by reducing building energy consumption per gross square foot of building space compared to a baseline 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 1.25 points (half of the points available for Part 2).

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

\[
\text{Points Earned} = 5 \times \left( \frac{\left( \frac{A}{B} - \frac{C}{D} \right)}{\frac{A}{B}} \right)
\]

- A = Total energy consumption, baseline year (MMBtu)
- B = Building space, baseline year (square feet)
- C = Total energy consumption, performance year (MMBtu)
- D = Building space, performance year (square feet)

Part 3
Institutions earn the maximum of 2.5 points available for Part 3 of this credit when their total energy consumption per weighted campus user is 90 percent less than the minimum
threshold for its institution type. Incremental points are awarded based on the institution’s performance between its minimum threshold and the 90 percent target. For example, a two-year institution with total energy consumption of 9.28 MMBtu per weighted campus user (45 percent less than the minimum threshold for two-year institutions) would earn 1.25 points (half of the points available for Part 3).

\[
\text{Points Earned} = 2.78 \times \left\{ \frac{\left[ C - \left(\frac{A}{B}\right) \right]}{C} \right\}
\]

A = Total energy consumption, performance year (MMBtu)
B = Weighted campus users, performance year
C = Minimum performance threshold for institution’s type

**Part 4**

Institutions earn the maximum of 2.5 points available for Part 4 of this credit when their total energy consumption per gross square foot of building space is 90 percent less than the minimum threshold for its institution type. Incremental points are awarded based on the institution’s performance between its minimum threshold and the 90 percent target. For example, a two-year institution with total energy use of 0.167 MMBtu per gross square foot of building space (45 percent less than its minimum threshold) would earn 1.25 points (half of the points available for Part 4).

\[
\text{Points Earned} = 2.78 \times \left\{ \frac{\left[ C - \left(\frac{A}{B}\right) \right]}{C} \right\}
\]

A = Total energy consumption, performance year (MMBtu)
B = Building space, performance year (square feet)
C = Minimum performance threshold for institution’s type
Scoring Example: Energy Consumption, Part 2

The following data describe Example University:
A. Total energy consumption, baseline year = 160,000 MMBtu
B. Building space, baseline year = 2,000,000 square feet
C. Total energy consumption, performance year = 170,000 MMBtu
D. Building space, performance year = 2,500,000 square feet

Points earned = 2.5 × [(160,000/2,000,000) – (170,000/2,500,000)] / (160,000/2,000,000)
= 2.5 × [ (0.08 – 0.068)/0.08 ]
= 2.5 × (0.012/0.08)
= 2.5 × 0.15
= 0.375 points

E. Reporting Fields

Required
- An indication of whether the institution is reporting baseline data from a single year or a 3-year average
- Baseline year (report the middle year if using a 3-year average)
- Total energy consumption, baseline year (MMBtu)
- Figures needed to determine “Weighted Campus User” during the baseline year:
  - On-campus residents, baseline year
  - Non-residential/commuter full-time students, faculty, and staff members, baseline year
  - Non-residential/commuter part-time students, faculty, and staff members, baseline year
- Building space, baseline year (square feet)
- An indication of whether the institution is reporting performance year data from a single year or a 3-year average
- Performance year (report the middle year if using a 3-year average)
- Total energy consumption, performance year (MMBtu)
- Figures needed to determine “Weighted Campus User” during the performance year:
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

□ Building space, performance year (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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional
□ A brief description of the institution’s energy conservation and efficiency initiatives, including efforts made during the previous three years
□ An indication of whether the institution employs the following technologies or strategies as a matter of policy or standard practice:
  o Building temperature standards
  o Motion, infrared, and/or light sensors
  o Light Emitting Diode (LED) lighting
  o Occupancy and/or vacancy sensors
  o Daylighting
  o Passive solar heating
  o Ground-source heat pumps
  o Building retrofit program, e.g. to install energy efficient windows and insulation
  o Program to replace appliances and equipment with high efficiency alternatives
  o Program to replace boilers and other central plant systems with high efficiency alternatives
  o Energy-efficient landscape design (e.g. the placement and selection of shade trees and wind breaks and the use of vegetation and reflective materials to reduce heat islands)
  o Vending machine sensors, lightless machines, or LED-lit machines
  o Other (please specify)
□ The website URL where information about the institution’s energy conservation and efficiency initiatives is available
□ Notes about the submission
F. Measurement

Timeframe

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

Report population and building space figures from the same time period as that from which energy consumption data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the energy consumption performance period). Institutions may use an average from throughout the period or a snapshot at a single representative point during the period (e.g. the fall figures reported to IPEDS by U.S. institutions).

Baseline Year
Report data from the baseline year, which may be any year from 1990 to the present. Recommended best practices for defining a baseline include:

- Use baselines adopted in formal sustainability plans or policies or previous STARS submissions
- Use the average of three consecutive years to reduce the impact of outliers. Institutions using 3-year averages should report the middle of the three years in the “Baseline year” reporting field.
- Use the same baseline year for multiple credits to reduce reporting requirements. For example, institutions using 2005 for all STARS credits that are baseline-based would only have to report baseline weighted campus user data once.
- Ensure that baseline and performance year data are valid and reliable (e.g. that the data were gathered in the same manner)

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

Report population and building space data from the same period as that from which energy consumption data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the energy consumption baseline period). Institutions may use an average from throughout the period or a snapshot at a single representative point during the period (e.g. the fall figures reported to IPEDS by U.S. institutions).

Sampling and Data Standards
Include all building energy consumption. Reporting on a sample or subset of buildings is not allowed for this credit.
Report building space in gross square feet, using the following conversion factor if necessary: 1 square foot = .093 m².

G. 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.

Minimum Performance Thresholds
The minimum performance thresholds for this credit were calculated using average performance year data for all STARS Rated Institutions as of August 30, 2012. Unconfirmed data flagged by AASHE staff as outliers subject to data accuracy inquiries were excluded. Performance data for each metric were analyzed by the following institution types: 2-year institutions, 4-year non-research institutions, and 4-year research institutions. For each metric, staff identified institution types for which there were statistically significant differences in performance. In cases where statistically significant differences in average performance were found based on institution type, thresholds were established at differing levels. Otherwise, thresholds were set at the same levels, regardless of institution type. The thresholds were set at 1 standard deviation below mean performance.

Weighted Campus Users
Weighted Campus User 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.

\[
\text{Weighted Campus Users} = (1 \times \text{number of on-campus residents}) + (0.75 \times \text{number of non-residential or commuter full-time students, faculty, and staff members}) + (0.5 \times \text{number of non-residential or commuter part-time students, faculty, and staff members})
\]

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.
OP 8: Clean and Renewable Energy

6 points available

A. Credit Rationale
This credit recognizes institutions that are using energy from clean and renewable sources.

B. Criteria
Institution supports the development and use of clean and renewable energy sources, as defined in Section G: 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 cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

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

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by OP 1: Greenhouse Gas Emissions and OP 7: Energy Consumption. Likewise, the improved efficiencies achieved through using cogeneration technologies are also captured by those credits.

Transportation fuels, which are covered by OP 19: Campus Fleet, are not included in this credit.

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

<table>
<thead>
<tr>
<th>Energy Unit</th>
<th>MMBtu Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 kWh</td>
<td>0.003412</td>
</tr>
<tr>
<td>1 MWh</td>
<td>3.412</td>
</tr>
<tr>
<td>1 therm</td>
<td>0.1</td>
</tr>
<tr>
<td>1 kBtu</td>
<td>0.001</td>
</tr>
<tr>
<td>1 ton-hour</td>
<td>0.012</td>
</tr>
<tr>
<td>1 MJ</td>
<td>0.000948</td>
</tr>
</tbody>
</table>

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 6 points for this credit by obtaining all energy from clean and renewable sources. Incremental points are awarded for meeting some energy consumption from renewable sources, purchasing Renewable Energy Credits or green power from the electric utility, and/or generating electricity using cogeneration technologies. For example, an institution that met half of its energy consumption from renewable sources 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

<table>
<thead>
<tr>
<th>Renewable Energy Option (see Criteria)</th>
<th>Point Value per Option</th>
<th>Multiply</th>
<th>Energy Generated or Purchased that Meets Criteria (MMBtu)</th>
<th>Divide</th>
<th>Total Energy Consumption (MMBtu)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 2</td>
<td>6</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 3</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 4</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 5</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Scoring Example: Clean and Renewable Energy

#### Step 1: Gather Required Data
Example College uses electricity and natural gas. During the past year, the college consumed:

- A. Total electricity: 1,000,000 kWh
- B. Total natural gas: 10,000 therms

Example College generated or purchased the following during the past year.

- C. Electricity from an on-site solar photovoltaic installation (Option 1): 250,000 kWh
- D. Renewable Energy Certificates (Option 4): 100 MWh
- E. Electricity from a natural gas powered cogeneration facility (Option 5): 200,000 kWh

#### Step 2: Convert Energy Figures into Common Units (MMBtu)

- A. Total electricity consumed: \(1,000,000 \text{ kWh} \times 0.003412 \text{ MMBtu/kWh} = 3,412 \text{ MMBtu}\)
- B. Total natural gas consumed: \(10,000 \text{ Therms} \times 0.1 \text{ MMBtu/Therm} = 1,000 \text{ MMBtu}\)
  - Total Energy Consumed = \(341,200 + 100,000 = 4,412 \text{ MMBtu}\)
- C. Electricity from an on-site solar photovoltaic installation (Option 1):
  - \(250,000 \text{ kWh} \times 0.003412 \text{ MMBtu/kWh} = 853 \text{ MMBtu}\)
- D. Renewable Energy Certificates (Option 4):
  - \(100 \text{ MWh} \times 3.412 \text{ MMBtu/MWh} = 341 \text{ MMBtu}\)
- E. Electricity from a natural gas powered cogeneration facility (Option 5):
  - \(200,000 \text{ kWh} \times 0.003412 \text{ MMBtu/kWh} = 682 \text{ MMBtu}\)

#### Step 3: Calculate Points Earned Using MMBtu

<table>
<thead>
<tr>
<th>Renewable Energy Option (see Criteria)</th>
<th>Point Value per Option</th>
<th>Multiply</th>
<th>Energy Generated or Purchased that Meets Criteria (MMBtu)</th>
<th>Divide</th>
<th>Total Energy Consumption (MMBtu)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>6</td>
<td>(\times)</td>
<td>853</td>
<td>(\div)</td>
<td>4,412</td>
<td>=</td>
<td>1.16</td>
</tr>
<tr>
<td>Option 2</td>
<td>6</td>
<td>(\times)</td>
<td>0</td>
<td>(\div)</td>
<td>341</td>
<td>=</td>
<td>--</td>
</tr>
<tr>
<td>Option 3</td>
<td>6</td>
<td>(\times)</td>
<td>0</td>
<td>(\div)</td>
<td>682</td>
<td>=</td>
<td>--</td>
</tr>
<tr>
<td>Option 4</td>
<td>1.5</td>
<td></td>
<td>341</td>
<td></td>
<td></td>
<td>=</td>
<td>0.12</td>
</tr>
<tr>
<td>Option 5</td>
<td>1.5</td>
<td></td>
<td>682</td>
<td></td>
<td></td>
<td>=</td>
<td>0.23</td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
</tbody>
</table>
E. Reporting Fields

Required
- Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes (MMBtu)
- Non-electric renewable energy generated (MMBtu)
- Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes (MMBtu)
- Total 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 (MMBtu)
- Total electricity generated with cogeneration technology using non-renewable fuel sources (MMBtu)
- Total energy consumption, performance year (MMBtu)
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

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, including contract timeframes
- A brief description of cogeneration technologies deployed
- The website URL where information about the institution’s renewable energy sources is available
- Notes about the submission

F. Measurement

Timeframe
Report the most recent data available. Institutions may choose the annual start and end dates that work best with the data they have (e.g. fiscal or calendar year), as long as data are reported from a consecutive 12-month period.
Sampling
Report all on-site, stationary energy that was consumed by the institution (as the institution defines in the overall STARS institutional boundary). Reporting on a sample or subset of energy generation and consumption is not allowed for this credit.

G. Standards and Terms

Clean and Renewable Energy Systems
The following renewable systems are eligible for this credit:
- Concentrated solar thermal
- Geothermal systems that generate electricity (ground-source heat pumps that reduce demand for electricity do not count)
- 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.
OP 9: Energy Metering and Management

2 points available

A. Credit Rationale
This credit recognizes institutions that implement building-level energy metering and that have energy management programs. Metering provides accurate energy use information to support energy management, facilitates the identification of opportunities for future energy-saving improvements, and gathers energy use data to build a baseline for various types of projects and uses. Comprehensive energy management programs are a critical component of managing demand and achieving energy use reduction goals.

B. Criteria
Part 1
Institution meters energy use at building/facility level and has a meter monitoring plan covering all points. Meters may be utility-owned.

Part 2
The institution has an energy management program. The program includes, at minimum:

1) Guidelines for ongoing assessment and evaluation of performance, including tracking and analyzing energy use data, benchmarking, and identifying best practices and opportunities to improve efficiencies

2) Action plan to implement best practices and meet performance goals

and

3) Formal review of both energy use data and the activities carried out as part of the action plan as compared to performance goals.

C. Applicability
This credit applies to all institutions.

D. Scoring
Each part is scored independently.

Part 1
Institutions earn the maximum of 1 point available for Part 1 by metering (i.e. sub-metering) 100 percent of total campus energy use at building/facility level. Incremental points are awarded based on the percentage of total energy use metered at building/facility level. For example, an institution that meters 50 percent of its total energy use would earn 0.5 points (or half of the points available for Part 1).
Part 2
Institutions earn 1 point for having an energy management program that meets the criteria outlined above. Partial points are not available for Part 2.

E. Reporting Fields

Required
- An indication of whether the institution meters energy use at building/facility level
- An indication of whether the institution has an energy management program that meets the criteria outlined in Part 2 of this credit
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional
Required if the institution is claiming points for Part 1:
- Energy metered at building/facility level, performance year (MMBtu)
- Total energy consumption, performance year (MMBtu)
- A brief description of the institution’s energy metering program

Required if the institution is claiming points for Part 2:
- A brief description of the institution’s energy management program(s)
- An indication of whether the institution employs the following energy management technologies:
  - Energy management and/or building automation system
  - Building dashboard(s)
  - Other (please specify)

Optional
- The website URL where information about the institution’s energy metering and management program(s) is available
- Notes about the submission

F. Measurement

Timeframe
Report on current programs and practices.
Sampling and Data Standards
Report on all sources of energy (e.g. electricity, natural gas, steam). To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units—a standard measure of energy) using the following equivalents:

<table>
<thead>
<tr>
<th>Energy Unit</th>
<th>MMBtu Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 kWh</td>
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<td>3.412</td>
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<td>1 therm</td>
<td>0.1</td>
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<tr>
<td>1 kBtu</td>
<td>0.001</td>
</tr>
<tr>
<td>1 ton-hour</td>
<td>0.012</td>
</tr>
<tr>
<td>1 MJ</td>
<td>0.000948</td>
</tr>
</tbody>
</table>

G. Standards and Terms

Energy Management Program
Comprehensive guidance for implementing an energy management program is available from the U.S. EPA website and includes the following steps:
1) Make Commitment
2) Assess Performance
3) Set Goals
4) Create Action Plan
5) Implement Action Plan
6) Evaluate Progress
7) Recognize Achievements
Food

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution.

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

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

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 10</td>
<td>Food and Beverage Purchasing*</td>
<td>4</td>
</tr>
<tr>
<td>OP 11</td>
<td>Vegan Dining*</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

* credit does not apply to all institutions

Optional Reporting Fields

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
OP 10: Food and Beverage Purchasing

4 points available

A. Credit Rationale
This credit recognizes institutions that are supporting sustainable food systems through their food and beverage purchases. Institutions can do this by prioritizing the purchase of local, organic, Fair Trade, and sustainably harvested food and beverage items. These actions help foster robust local economies, healthier soils and streams, and secure livelihoods for farmers.

B. Criteria
Institution purchases food and beverages that meet at least one of the following criteria:

1) Products that are third party certified (see Section G. Standards and Terms)

   and/or

2) Local products (see Section G. Standards and Terms) that the institution has determined to be community-based, fair, humane and/or ecologically sound through a direct relationship with the producer or transparent information from the distributor.

Examples of uncertified local products that may be counted include:
- Local agricultural products grown using organic methods
- Local and humane animal products
- Locally processed or manufactured foods that contain more than 50 percent local and/or third party certified ingredients
- Value-added products (e.g. baked goods) from local community-based businesses (see Section G. Standards and Terms)
- Products from local producers whose workers are paid a living wage or covered by collective bargaining agreements

Participants in the Real Food Challenge (U.S.) may elect to report products identified as "Real Food A" and/or "Real Food B" in lieu of (or in addition to) the above criteria.

Non-local products from community-based producers that the institution has determined to be fair, humane, and/or ecologically sound using criteria established in the institution’s publicly available sustainable food and beverage purchasing policies, guidelines or directives may also be counted. Non-local products that are not from community-based producers must be third party certified by one of the standards formally recognized in this credit to be counted as sustainable.

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.
This credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution’s primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit unless they are operated by the institution or the institution’s primary on-site contractor.

Credit Example: Identifying Sustainable Food and Beverage Purchases

Model College assesses its food and beverage expenditures for one year. It identifies three types of purchases that meet the credit criteria:

1. **Third-party certified products.** The college has purchased products that are USDA Certified Organic, Fairtrade certified, and Certified Humane Raised and Handled. Some of these products are local and some are non-local.

2. **Local products that the college has determined to be community-based, fair, humane and/or ecologically sound.** The college procures local free range eggs, vegetables from local family farms, produce and herbs from an on-campus garden, humanely raised local chicken, and baked goods from a community-based bakery.

3. **Non-local products from community-based producers that the institution has determined to be sustainable.** The college has adopted a sustainable food and beverage purchasing policy that specifies other criteria that guide its procurement practices. These criteria include purchasing seafood based on Monterey Bay Aquarium Seafood Watch “Best Choices” and purchasing pasture-raised beef and seasonal fruits and vegetables from producers in the institution’s bioregion.

The college may only count non-local products as sustainable when they originate from community-based producers as defined in Section G. Standards and Terms. Other non-local products must be third party certified to be counted as sustainable.

C. Applicability

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

D. Scoring

Institutions earn the maximum of 4 points when food and beverages that meet at least one of the criteria outlined above comprise 50 percent or more of food and beverage purchases. Incremental points are awarded based on the percentage of food and beverage expenditures devoted to sustainable food. For example, an institution that spent 25 percent of its food and
beverage budget on sustainable food would earn 2 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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of Food and Beverage Expenditures on Sustainable Food (0-100)</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.08</td>
<td>×</td>
<td>_____</td>
<td>=</td>
<td>_____</td>
</tr>
</tbody>
</table>

Scoring Example: Food and Beverage Purchasing

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of Food and Beverages Expenditures on Sustainable Food</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.08</td>
<td>×</td>
<td>10</td>
<td>=</td>
<td>0.8</td>
</tr>
</tbody>
</table>

E. Reporting Fields

Required
- Percentage of food and beverage expenditures that are (1) third party certified and/or (2) local and community-based, fair, humane and/or ecologically sound
- An indication of whether the institution has sustainable food and beverage purchasing policies, guidelines, or directives
- An indication of whether the institution’s students participate in the Real Food Challenge (U.S.)
- A brief description of the sustainable food and beverage purchasing 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution has sustainable food and beverage purchasing policies, guidelines, or directives:

☐ The purchasing policies, guidelines, or directives (PDF upload)

OR

☐ A website URL where the policies, guidelines or directives are available

☐ Percentage of food and beverage expenditures that are non-local and community-based and that the institution has determined to be fair, humane, and/or ecologically sound (0 -100)

Required if the institution’s students participate in the Real Food Challenge:

☐ An indication of whether the institution is reporting products identified as “Real Food A” and/or “Real Food B” for this credit

Optional

☐ An indication of whether the institution has achieved Fair Trade Campus, College or University status

☐ The definition of “local” used in the institution’s sustainable food and beverage purchasing policies, guidelines or directives

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

☐ Notes about the submission

F. Measurement

Timeframe
Report the most recent data available.

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

Include food and beverage purchases for on-campus dining operations 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 unless they are operated by the institution or the institution’s primary on-site contractor.

**G. Standards and Terms**

**Community-Based**
Consistent with the Business Alliance for Local Living Economies (BALLE), products may be considered community-based if they are produced by a cooperatively- or independently-owned producer whose majority owner(s) are community members with full autonomy and local decision-making authority with respect to business practices.

Community-based enterprises may include small and medium-sized businesses; family farms, ranches and fisheries; artisan shops; agricultural cooperatives; worker and consumer cooperatives; and employee-owned companies (e.g. “ESOPs”) that meet the above criteria.

**Fair Trade Campus/University**
A college or university can be designated a Fair Trade Campus/College/University by a fair trade organization (e.g. Fairtrade Canada or Fair Trade USA) once it has met a series of standards. The standards generally fall within three categories: the availability of fair trade products, the visibility of fair trade on campus, and having an ongoing fair trade committee.

**IFOAM-Endorsed Standards**
Organic standards endorsed by the International Federation of Organic Agricultural Movements. The IFOAM family of standards is listed on the IFOAM website.

**Local**
While recognizing that institutions may define “local” in various ways based on their context, for the purposes of this credit products may be considered local if they are grown, raised or caught and processed or manufactured within 250 miles (400 kilometers) of the institution.

Note that institutions with publicly available sustainable food and beverage purchasing policies, guidelines or directives may be able to count uncertified products sourced from outside a 250 mile radius as specified in the credit criteria and described in the Credit Example (above).

**Producer**
A producer is any entity involved in growing, raising, harvesting, processing or manufacturing the product (e.g. farmer, rancher, artisan, cooperative, corporation, business). Packers, bottlers and distributors are excluded.

**Real Food Challenge**
The Real Food Challenge (RFC) is a U.S.-based campaign and network of student food activists. The RFC manages and hosts the Real Food Calculator, a tool to track institutional food and beverage purchasing over time. The Real Food Campus Commitment is a pledge by which an institution commits to formally prioritizing sustainable or “real” food. The pledge includes
increasing procurement of real food, increasing institutional transparency and increasing student and community engagement.

**Representative Sample**
A representative sample is a subset of a population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. In this case, a representative sample of food and beverage purchases should accurately reflect the institution’s total food and beverage purchases, accounting for seasonal and other variations in product availability and purchasing.

**Third Party Certified**
Recognized certifications for this credit are:

- Animal Welfare Approved
- Canada Organic Biologique and/or certified by a Canadian Food Inspection Agency (CFIA) accredited certification body
- Certified Humane Raised and Handled
- Certified Organic by an IFOAM-endorsed standard
- Demeter Certified Biodynamic
- Ecocert Fair Trade (EFT)
- Fair for Life and other IMO certifications (Institute for Marketecology)
- Fairtrade (Fairtrade International/FLO and its members, e.g. Fairtrade Canada)
- Fair Trade (Fair Trade USA)
- Food Alliance Certified
- Food Justice Certified (Agricultural Justice Project)
- Marine Stewardship Council Blue Ecolabel
- Protected Harvest Certified (Step 3 or higher)
- Rainforest Alliance Certified
- Small Producer Symbol (FUNDEPPO: Foundation of Organized Small Producers)
- USDA Certified Organic and/or certified Organic by a USDA Accredited Certifying Agent (ACA)
OP 11: Vegan Dining

1 point available

A. Credit Rationale
This credit recognizes institutions that offer vegan options in their dining services operations. Offering vegan options meets the needs of the diverse diets of community members. In addition, meat-based diets generally require more energy, land, and water resources and have a higher carbon footprint than plant-based diets, often making vegan options a more sustainable alternative.

B. Criteria
Institution or its primary on-site contractor:

- Offers complete-protein vegan options at all meals in at least one dining facility that is available to all members of the campus community and
- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining services operated by the institution or the institution’s primary dining services contractor. (On-site franchises, convenience stores, vending machines, and concessions are excluded from this credit.)

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

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

E. Reporting Fields

Required
- An indication of whether the institution has a vegan dining program that meets the criteria listed 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.
Conditional
Required if the institution is claiming points for its vegan dining program:
- □ A brief description of the vegan dining program

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

F. Measurement

Timeframe
Report on current policies or guidelines.

Sampling and Data Standards
Not applicable

G. Standards and Terms

Complete Protein Vegan Options
Recognizing that variety is a critical component of a nutritionally sound vegan diet, a “complete protein” vegan option must include, at minimum, two or more of the following food types:
- Soy
- Whole grains
- Nuts and seeds
- Legumes
**Grounds**

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

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 12</td>
<td>Landscape Management*</td>
<td>2</td>
</tr>
<tr>
<td>OP 13</td>
<td>Land Use*</td>
<td>2</td>
</tr>
<tr>
<td>OP 14</td>
<td>Biodiversity*</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

*credit does not apply to all institutions

**Optional Reporting Fields**

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
OP 12: Landscape Management

2 points available

A. Credit Rationale
This credit recognizes institutions that manage their grounds sustainably. Sustainable landscape management integrates economic, social, and ecological considerations to meet human needs and maintain healthy ecosystems.

B. Criteria
Institution’s grounds are maintained in accordance with one or more of the following:

1) An integrated pest management (IPM) plan that calls for using least-toxic chemical pesticides, minimum use of chemicals, and use of chemicals only in targeted locations and only for targeted species (See Section G. Standards and Terms)

2) A landscape management program that incorporates IPM (see above) and organic soils management practices that limit the use of inorganic fertilizers and chemicals. Practices include the use of compost/compost teas and soils testing prior to fertilizer use.

and/or

3) An organic landscape management program that is based on an existing organic land care standard and/or has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials (See Section G. Standards and Terms). Land does not have to be Certified Organic to be managed organically.

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

Agricultural land should be included, however institutions may exclude experimental agricultural land, undeveloped land, and land that is not regularly maintained. See Section F. Measurement for further guidance.

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

D. Scoring
Institutions earn the maximum of 2 points available for this credit by maintaining 100 percent of campus grounds organically. Incremental points are available based on the percentage of grounds managed in accordance with an IPM plan, a landscape management program and/or
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

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Factor</th>
<th>Multiply</th>
<th>Area of Campus Grounds Maintained in Accordance With Each Program Type</th>
<th>Divide</th>
<th>Total Area of Campus Grounds</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPM Plan</td>
<td>1</td>
<td>×</td>
<td>_____</td>
<td></td>
<td>_____</td>
<td>_____</td>
<td></td>
</tr>
<tr>
<td>Landscape Management Program</td>
<td>1.5</td>
<td>×</td>
<td>_____</td>
<td>÷</td>
<td>_____</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Organic Program</td>
<td>2</td>
<td></td>
<td>_____</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scoring Example: Landscape Management

The grounds at Example University, which comprise 40 acres, are managed by three separate departments: Athletics, Housing, and Facilities Management. The Athletics department manages 5 acres of grounds using conventional landscape management techniques and does not follow an IPM plan. The Housing department, which manages 10 acres of grounds, follows an IPM plan. The Facilities Management department manages 24 acres following a landscape management program that includes both IPM and soils management techniques that limit the use of inorganic fertilizers and chemicals. Facilities Management also oversees a 1 acre campus garden that is managed without the use of any inorganic fertilizers or chemicals.

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Factor</th>
<th>Multiply</th>
<th>Area of Campus Grounds Maintained in Accordance With Each Program Type</th>
<th>Divide</th>
<th>Total Area of Campus Grounds</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPM Plan</td>
<td>1</td>
<td>×</td>
<td>10</td>
<td>÷</td>
<td>40</td>
<td>=</td>
<td>0.25</td>
</tr>
<tr>
<td>Landscape Management Program</td>
<td>1.5</td>
<td>×</td>
<td>24</td>
<td>÷</td>
<td>40</td>
<td>=</td>
<td>0.9</td>
</tr>
<tr>
<td>Organic Program</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>0.05</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.2</td>
</tr>
</tbody>
</table>

E. Reporting Fields

Required

- Total area of campus grounds (acres)
- Area of campus grounds maintained in accordance with an IPM plan (acres)
- Area of campus grounds maintained in accordance with a landscape management program that incorporates IPM and organic soils management practices that limit the use of inorganic fertilizers and chemicals (acres)
- Area of campus grounds maintained in accordance with an organic landscape management program that is based on an existing organic land care standard and/or
has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides, and herbicides in favor of ecologically preferable materials (acres)

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

**Conditional**

Required if the institution is claiming points for an IPM plan:
- ☐ A brief description of the IPM plan

Required if the institution is claiming points for a landscape management program:
- ☐ A brief description of the landscape management program

Required if the institution is claiming points for an organic landscape management program:
- ☐ A brief description of the organic landscape management program

**Optional**

☐ An indication of whether the institution employs the following strategies as a matter of policy or standard practice:
  - Sustainable turf grass management (e.g. aerating, de-thatching and increasing mowing height and/or by planting resilient, low input grass varieties)
  - Protecting and using existing vegetation (e.g. through the use of a tree care plan)
  - Prioritizing the use of native and ecologically appropriate plants
  - Controlling and managing invasive species
  - Composting and/or mulching waste from groundskeeping, including grass trimmings
  - Utilizing reused, recycled and local sustainably produced landscape materials
  - Implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
  - Restricting or eliminating the use of gasoline-powered landscaping equipment

☐ An indication of whether institution has been recognized by the Arbor Day Foundation’s Tree Campus USA program

☐ The website URL where information about the institution’s sustainable landscape management programs and practices is available

☐ Notes about the submission
F. Measurement

Timeframe
Report on current program(s) and practices.

Sampling and Data Standards
An institution may exclude the footprint of buildings, undeveloped land, and experimental agricultural land from the total area of campus grounds, provided that the total area of campus grounds and the area of campus grounds managed sustainably are reported in the same manner.

Report the area of campus grounds in U.S. acres, using the following conversion factor if necessary: 1 acre = 0.405 hectares.

G. Standards and Terms

Ecologically Preferable Materials
Ecologically preferable materials may include OMRI® Listed products (Organic Materials Review Institute) and/or products listed/certified by an IFOAM-endorsed standard.

Integrated Pest Management
Integrated pest management uses a combination of biological, cultural, physical/mechanical and chemical management tools to solve pest problems while minimizing risks to people and the environment. The U.S. Environmental Protection Agency describes the four-tiered approach to integrated pest management as follows:

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

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

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

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

Organic Landscape Management
An organic landscape management program may be based on one of the following organic land care standards:

- The SOUL Organic Land Care Standard
- The Northeast Organic Farming Association’s Standards for Organic Land Care
- CCOF Tilth’s Organic Land Care Policies & Standards
- An organic land care standard endorsed by IFOAM (International Federation of Organic Agriculture Movements)

Note that the standards listed are used for accreditation purposes and not to certify land. Land does not have to be Certified Organic to meet the criteria for this credit.

Tree Campus USA
Tree Campus USA is a program of the Arbor Day Foundation. The program recognizes college and university campuses that:

- Effectively manage their campus trees;
- Develop connectivity with the community beyond campus borders to foster healthy, urban forests; and
- Strive to engage their student population utilizing service learning opportunities centered on campus, and community, forestry efforts.

U.S. colleges and universities can be recognized as a Tree Campus USA college by meeting five standards developed to promote healthy trees and student involvement.

Undeveloped Land
Consistent with the U.S. Department of Agriculture, undeveloped land is defined as:

A term of comparison sometimes used to contrast land which has been built upon (i.e., "developed") or subdivided in preparation for development with land on which such activities have not taken place (i.e., raw land)
OP 13: Land Use

2 points available

A. Credit Rationale
This credit recognizes institutions that devote a portion of their campus grounds to ecologically and socially beneficial uses. Institutions that pursue sustainable landscape practices that balance natural resource management and land development positively impact the quality of life on campus and in the broader community.

B. Criteria
Institution devotes a portion of its campus grounds to ecologically and/or socially beneficial uses. For the purposes of this credit, a land use may be (1) fully beneficial or (2) partially beneficial:

1) Fully beneficial land uses include areas certified under the Sustainable Sites Initiative™ (SITES™) and the following uncertified areas:
   - Undeveloped land, forests, woodlands and other natural areas (e.g. prairies, meadows)
   - Aquatic habitat (e.g. streams, ponds, lakes, wetlands) and vegetated buffers
   - Agricultural areas and space dedicated to food production
   - Landscaped areas planted with 100 percent native and non-invasive, ecologically appropriate species (including areas planted with native turf grass)
   - Areas and structures equipped renewable energy installations (e.g. “solar groves”)
   - Green infrastructure (e.g. rain gardens, bioswales, permeable pavement, “green streets and alleys”, parking structures with green roofs, urban tree canopy; see Section G. Standards and Terms)

2) Partially beneficial land uses count for one half of actual area and include the following uncertified areas:
   - Space designed and used regularly for athletic and recreational activities (e.g. playgrounds, athletic fields, parks, courts and tracks)
   - Landscaped areas that include non-native and/or invasive plant species (e.g. arboreta, botanic gardens, lawns planted with non-native turf grass)

Uncertified areas that do not meet any of the criteria listed above may not be used to earn points for this credit. Areas that meet multiple criteria should not be double-counted.

For this credit, grounds are defined as the area of institution-owned land minus the footprint of the institution's buildings (excluding parking structures). Buildings equipped with green roofs and renewable energy installations do not count for this credit. They are covered by credits in the Buildings subcategory.
Natural areas outside the institutional boundary that the institution has restored or preserved may be counted as a partially beneficial land use to offset non-beneficial areas within the institutional boundary.

**C. Applicability**
This credit applies to all institutions with grounds.

**D. Scoring**
An institution earns the maximum of 2 points available for this credit when 100 percent of its campus grounds are devoted to fully beneficial uses. Incremental points are awarded based on the percentage of grounds devoted to fully and/or partially beneficial uses. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Type of Land Use</th>
<th>Factor</th>
<th>Multiply</th>
<th>Area of Campus Grounds Devoted to Each Type of Land Use</th>
<th>Divide</th>
<th>Total Area of Campus Grounds (minus building footprint)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partially Beneficial</td>
<td>1</td>
<td>×</td>
<td>1</td>
<td>÷</td>
<td>1</td>
<td>=</td>
<td>____________</td>
</tr>
<tr>
<td>Fully Beneficial</td>
<td>2</td>
<td></td>
<td>____________</td>
<td></td>
<td>____________</td>
<td>=</td>
<td>____________</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scoring Example: Land Use

The grounds at Model College, minus the footprint of its buildings, comprise 10 acres. Athletic fields, open lawns, and areas landscaped with a mixture of native and non-native species account for 4 acres. The college has a small wooded area, a campus garden, and several green infrastructure demonstration projects that comprise an additional 3 acres. The remaining 4 acres consists of parking lots and garages, roads and other paved surfaces.

<table>
<thead>
<tr>
<th>Land Uses</th>
<th>Factor</th>
<th>Multiply</th>
<th>Area of Campus Grounds Devoted to Each Type of Land Use</th>
<th>Divide</th>
<th>Total Area of Campus Grounds (minus building footprint)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partially Beneficial</td>
<td>1</td>
<td>×</td>
<td>4</td>
<td>÷</td>
<td>10</td>
<td>=</td>
<td>0.4</td>
</tr>
<tr>
<td>Fully Beneficial</td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>=</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
</tbody>
</table>

E. Reporting Fields

Required
- Total area of the campus grounds, excluding the footprint of buildings (acres)
- Area of campus grounds certified under the Sustainable Sites Initiative (acres)
- Uncertified campus grounds devoted to fully beneficial uses (acres)
- Uncertified campus grounds devoted to partially beneficial uses (acres)
- An indication of whether the institution includes a restored or preserved natural area outside the institutional boundary as a partially beneficial use
- An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.
Conditional
Required if the institution is claiming points for areas certified under the Sustainable Sites Initiative:
  □ A brief description of the certified areas

Required if the institution is claiming points for fully beneficial land uses:
  □ A brief description of the fully beneficial land uses

Required if the institution is claiming points for partially beneficial land uses:
  □ A brief description of the partially beneficial land uses

Required if the institution is claiming points for a natural area outside the institutional boundary:
  □ A brief description of the natural area(s) that the institution has restored and/or preserved

Optional
  □ A brief description of the methodology the institution used to assess its land use (e.g. campus GIS system)
  □ The website URL where information about the institution’s land use is available
  □ Notes about the submission

F. Measurement

Timeframe
Report on current land use.

Sampling and Data Standards
Report the area of campus grounds in U.S. acres, using the following conversion factor if necessary: 1 acre = 0.405 hectares. For this credit, grounds are defined as the area of institution-owned land minus the footprint of the institution's buildings. Parking structures are included as part of grounds.

G. Standards and Terms

Green Infrastructure
Consistent with the U.S. Environmental Protection Agency (EPA) the term “green infrastructure” refers to:

  ...systems and practices that use or mimic natural processes to infiltrate, evapotranspirate (the return of water to the atmosphere either through evaporation or by plants), or reuse stormwater or runoff on the site where it is generated.
Examples include rain gardens, bioswales, permeable pavements, green streets and alleys, green roofs, and urban tree canopy.

**Parking Structures**
Consistent with [LEED](https://www.usgbc.org/leed), parking structures are defined as “buildings that dedicate more than 75 percent of floor area (including areas not covered, enclosed, or conditioned) to the parking and circulation of motor vehicles”.

**Sustainable Sites Initiative**
The [Sustainable Sites Initiative](https://sites.com) (SITES) is an interdisciplinary effort by the American Society of Landscape Architects, the Lady Bird Johnson Wildflower Center at The University of Texas at Austin and the United States Botanic Garden to create voluntary guidelines and performance benchmarks for sustainable land design, construction and maintenance practices.

**Undeveloped Land**
Consistent with the [U.S. Department of Agriculture](https://www.usda.gov), undeveloped land is defined as:

A term of comparison sometimes used to contrast land which has been built upon (i.e., "developed") or subdivided in preparation for development with land on which such activities have not taken place (i.e., raw land)

OP 14: Biodiversity

2 points available

A. Credit Rationale
This credit recognizes institutions that have a biodiversity management strategy designed to identify vulnerable ecosystems and species impacted by campus operations and prevent, manage, and/or remediate damage to natural habitats and sensitive areas. Identifying and protecting the integrity of natural ecosystems can enhance the surrounding environment and improve the quality of campus and community life.

B. Criteria
The institution conducts an assessment or assessment(s) to identify:

- Critically endangered, endangered, and vulnerable species (including migratory species) with habitats in areas impacted, directly or indirectly, by campus operations and/or
- Environmentally sensitive areas impacted, directly or indirectly, by campus operations

The assessment(s) were completed or updated within the previous five years and the institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

This credit is not limited to institution-owned land or areas within the institutional boundary. It includes all areas impacted, directly or indirectly, by campus operations.

C. Applicability
This credit applies to all institutions that own land.

D. Scoring
Institutions earn the maximum of 2 points for conducting assessments that cover both criteria listed above. Partial points are available based on the criteria covered. For example, an institution that conducts an assessment of environmentally sensitive areas, but not of endangered and vulnerable species would earn 1 point (half of the points available for this credit).

E. Reporting Fields

Required
- An indication of whether the institution has conducted an assessment to identify critically endangered, endangered, and vulnerable species (including migratory species) with habitats in areas impacted, directly or indirectly, by campus operations
- An indication of whether the institution has conducted an assessment to identify
environmentally sensitive areas impacted, directly or indirectly, by campus operations

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

**Conditional**

Required if the institution is claiming points for an assessment to identify critically endangered, endangered, and vulnerable species:

☐ A list of any critically endangered, endangered, and vulnerable species (including migratory species) with habitats in areas impacted, directly or indirectly, by campus operations

☐ The methodology(-ies) used to identify endangered and vulnerable species (including most recent year assessed) and any ongoing assessment and monitoring mechanisms

☐ A brief description of plans or programs in place to protect or positively affect identified species and habitats

Required if the institution is claiming points for an assessment to identify environmentally sensitive areas:

☐ A brief description of environmentally sensitive areas impacted, directly or indirectly, by campus operations

☐ The methodology(-ies) used to identify environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms

☐ A brief description of plans or programs in place to protect or positively affect environmentally sensitive areas

**Optional**

☐ The website URL where information about the institution's biodiversity policies and programs(s) is available

☐ Notes about the submission

**F. Measurement**

**Timeframe**

Report on current programs and the most recent assessment(s) completed. This credit included assessments completed or updated within the previous five years.

**Sampling and Data Standards**

Not applicable
G. Standards and Terms

Critically Endangered, Endangered and Vulnerable Species

Critically endangered, endangered and vulnerable species include, at minimum, International Union for Conservation of Nature and Natural Resources (IUCN) Red List and national conservation list species.

Environmentally Sensitive Areas

Consistent with the U.S. Department of Agriculture, environmentally sensitive areas are:

Those land or water areas containing ecosystems, possibly but not necessarily rare, that are sensitive to external stimuli which may disturb their balance, especially in an irreversible direction.

Purchasing

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

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 15</td>
<td>Computer Purchasing</td>
<td>2</td>
</tr>
<tr>
<td>OP 16</td>
<td>Cleaning Products Purchasing</td>
<td>2</td>
</tr>
<tr>
<td>OP 17</td>
<td>Office Paper Purchasing</td>
<td>2</td>
</tr>
<tr>
<td>OP 18</td>
<td>Historically Underutilized Businesses*</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

Optional Reporting Fields

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
OP 15: Computer Purchasing

2 points available

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

B. Criteria

Part 1
Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Institutions outside the U.S. and Canada for whom EPEAT products are not widely available may also count a stated preference to purchase products that have been certified to meet similar multi-criteria sustainability standards for computers.

Part 2
Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

Institutions outside the U.S. and Canada for whom EPEAT products are not widely available may also count products that have been certified to meet similar multi-criteria sustainability standards for computers.

C. Applicability
This credit applies to all institutions.

D. Scoring
Each part is scored separately.

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 awarded 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:

<table>
<thead>
<tr>
<th>EPEAT Registration Level</th>
<th>Point Value per Level</th>
<th>Multiply</th>
<th>Expenditures on EPEAT Computers</th>
<th>Divide</th>
<th>Total Expenditures on Computers</th>
<th>Equals</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silver</td>
<td>1.0</td>
<td>×</td>
<td></td>
<td>÷</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Gold</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Scoring Example: Computer Purchasing

#### 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.

<table>
<thead>
<tr>
<th>EPEAT Registration Level</th>
<th>Point Value per Level</th>
<th>Multiply</th>
<th>Expenditures on EPEAT Computers</th>
<th>Divide</th>
<th>Total Expenditures on Computers</th>
<th>Equals</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silver</td>
<td>1.0</td>
<td>×</td>
<td><strong>25,000</strong></td>
<td>÷</td>
<td><strong>100,000</strong></td>
<td></td>
<td>0.25</td>
</tr>
<tr>
<td>Gold</td>
<td>1.5</td>
<td></td>
<td><strong>50,000</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.75</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>1.0</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Points Earned:**

- Part 1 = 0.5
- Part 2 = 1.0
- **Total = 1.5 points**
**E. Reporting Fields**

**Required**
- An indication of whether the institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products
- An indication of whether the institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors
- An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

**Conditional**
Required if the institution is claiming points for having an institution-wide stated preference to purchase EPEAT Silver or higher products * (**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 purchasing EPEAT Silver and/or Gold registered products * (**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

**F. Measurement**

**Timeframe**

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

**Part 2**
Report the most recent data available.
Sampling and Data Standards

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

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

G. 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 currently registers products in 41 countries and regions.

Representative Sample
A representative sample is a subset of a population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. In this case, a representative sample of computer purchases should accurately reflect the institution’s total computer purchases, accounting for seasonal and other variations.
OP 16: Cleaning Products Purchasing

2 points available

A. Credit Rationale
This credit recognizes institutions that purchase green cleaning products. By switching to non-toxic cleaning products, institutions reduce exposure impacts for all building occupants and the environment, thereby promoting clean and healthy work, living, and learning spaces.

B. Criteria

Part 1
Institution has an institution-wide stated preference to purchase Green Seal™ or UL Environment (EcoLogo™) certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning and janitorial products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Institutions outside the U.S. and Canada for whom Green Seal or UL Environment (EcoLogo) products are not widely available may also count a stated preference to purchase products that have been certified to meet similar multi-criteria sustainability standards for cleaning and janitorial products.

Part 2
Institution’s main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products. This credit does not include cleaning products for which no Green Seal or UL Environment (EcoLogo) certified products are available.

Institutions outside the U.S. and Canada for whom Green Seal or UL Environment (EcoLogo) products are not widely available may also count products that have been certified to meet similar multi-criteria sustainability standards for cleaning and janitorial products.

C. Applicability
This credit applies to all institutions.

D. Scoring
Each part is scored independently.

Part 1
0.5 points are awarded for having an institution-wide stated preference to purchase Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products.
**Part 2**

Up to 1.5 points are awarded for purchasing Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Expenditures on Certified Green Cleaning Products</th>
<th>Divide</th>
<th>Total Expenditures on Cleaning Products</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>×</td>
<td>____</td>
<td>÷</td>
<td>____</td>
<td>=</td>
<td>____</td>
</tr>
</tbody>
</table>

**E. Reporting Fields**

**Required**
- An indication of whether the institution has an institution-wide stated preference to purchase Green Seal or UL Environment (EcoLogo) certified cleaning products
- An indication of whether the institution’s main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

**Conditional**

Required if the institution 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 UL Environment (EcoLogo) certified cleaning products (US/Canadian dollars)
- Total expenditures on cleaning products (US/Canadian dollars). May exclude expenditures on products for which no certified alternatives are available.

Optional
- A copy of the sections of the cleaning contract(s) that reference certified green products
- An indication of whether the main cleaning or housekeeping department(s) and/or contractor(s) have adopted a low-impact, ecological (“green”) cleaning program certified by Green Seal’s Environmental Standard for Commercial Cleaning Services (GS-42) and/or the International Sanitary Supply Association’s (ISSA’s) Cleaning Industry Management Standard for Green Buildings (CIMS-GB)
- A brief description of the institution’s low-impact, ecological cleaning program
- Notes about the submission

**Scoring Example: Cleaning Products Purchasing**

**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.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Expenditures on Certified Green Cleaning Products</th>
<th>Divide</th>
<th>Total Expenditures on Cleaning Products</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>×</td>
<td>850</td>
<td>÷</td>
<td>1,000</td>
<td>=</td>
<td>1.28</td>
</tr>
</tbody>
</table>

**Total Points Earned**

Part 1 = 0.50

Part 2 = 1.28

Total = 1.78 points
F. Measurement

Timeframe

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

Part 2
Report the most recent data available.

Sampling and Data Standards

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

Part 2
Include purchases made by all major housekeeping or cleaning departments, including outsourced or contracted service providers. Expenditures on products for which no certified alternatives are available may be excluded.

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

G. Standards and Terms

Green Seal

Green Seal is a multi-attribute environmental standard that meets the ISO 14024 standards for eco-labeling. The following Green Seal standards cover cleaning and janitorial products:

- GS-21 Powdered Laundry Bleach
- GS-34 Cleaning and Degreasing Agents
- GS-37 Cleaning Products for Industrial and Institutional Use
- GS-40 Floor-Care Products for Industrial and Institutional Use
- GS-41 Hand Cleaners for Industrial and Institutional Use
- GS-48 Laundry Care Products
- GS-53 Specialty Cleaning Products for Industrial and Institutional Use

Representative Sample

A representative sample is a subset of a population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. In this case, a representative sample of cleaning product purchases should accurately reflect the institution’s total cleaning product purchases, accounting for seasonal and other variations.
UL Environment (EcoLogo)
The UL Environment (EcoLogo) Program is a multi-attribute environmental standard that meets the ISO 14024 standards for eco-labeling. The following UL Environment (EcoLogo) standards cover cleaning and janitorial products:

- CCD-051: Paint and Varnish Remover
- CCD-082: Toilet Tissue
- CCD-085: Kitchen Towels
- CCD-086: Hand Towels
- CCD-104: Hand Cleaners - Industrial & Institutional
- CCD-105: Laundry Detergents and Fabric Softeners
- CCD-106: Laundry Bleach
- CCD-107: Odor Control Products
- CCD-110: Cleaning and Degreasing Compounds: Biologically-based
- CCD-112: Biological Digestion Additives for Cleaning and Odour Control
- CCD-113: Drain and/or Grease Trap Additives - Biologically Based
- CCD-126: Plastic Film Products
- CCD-166: Disinfectants and Disinfectant Cleaners
- CCD-146: Hardsurface Cleaners
- CCD-147: Floor Care Products
- CCD-148: Carpet and Upholstery Cleaners
- CCD-165: Urinal Blocks
- CCD-170: Instant Hand Antiseptic Products
OP 17: Office Paper Purchasing

2 points available

A. Credit Rationale
This credit recognizes institutions that purchase recycled-content office paper. By supporting markets for environmentally preferable paper, institutions contribute to significant conservation of water, energy, and virgin forest.

B. Criteria
Part 1
Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2
Institution purchases recycled content office paper.

C. Applicability
This credit applies to all institutions.

D. 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 90-100 percent, post-consumer, recycled content office paper. Incremental points are awarded based on the percentage of recycled content paper purchased. For example, if 50 percent of all paper purchased was 90-100 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

<table>
<thead>
<tr>
<th>Percentage of Recycled Content</th>
<th>Point Value per Level</th>
<th>Multiply</th>
<th>Expenditures on Specified Level of Recycled Content Office Paper</th>
<th>Divide</th>
<th>Total Expenditures on Office Paper</th>
<th>Equals</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-29</td>
<td>0.3</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>30-49</td>
<td>0.6</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>50-69</td>
<td>0.9</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>70-89</td>
<td>1.2</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>90-100</td>
<td>1.5</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td></td>
</tr>
</tbody>
</table>
## Scoring Example: Office Paper Purchasing

### 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.

<table>
<thead>
<tr>
<th>Percentage of Recycled Content</th>
<th>Point Value per Level</th>
<th>Multiply</th>
<th>Expenditures on Specified Level of Recycled Content Office Paper</th>
<th>Divide</th>
<th>Total Expenditures on Office Paper</th>
<th>Equals</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-29</td>
<td>0.3</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>30-49</td>
<td>0.6</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$10,000</td>
<td>$10,000</td>
<td>0.15</td>
<td></td>
</tr>
<tr>
<td>50-69</td>
<td>0.9</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>70-89</td>
<td>1.2</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>90-100</td>
<td>1.5</td>
<td></td>
<td>$5,000</td>
<td></td>
<td></td>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.90</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points Earned**

Part 1 = 0.50

Part 2 = 0.90

**Total = 1.40 points**
E. Reporting Fields

Required

☐ An indication of whether the institution has an institution-wide stated preference to purchase recycled content office paper
☐ An indication of whether the institution purchases recycled content office paper
☐ An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is claiming points for having an institution-wide stated preference to purchase recycled content office paper (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 is claiming points for purchasing recycled content office paper (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

F. Measurement

Timeframe

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

Part 2
Report the most recent data available.

Sampling and Data Standards

Part 1
Report on purchasing policies, directives or guidelines that apply to the entire institution.
Part 2
Institutions may track purchases over a one-year time period or take a representative sample to determine the recycled content of office paper purchased. When using a sample, institutions should strive to ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

G. Standards and Terms

Representative Sample
A representative sample is a subset of a population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. In this case, a representative sample of office paper purchases should accurately reflect the institution’s total office paper purchases, accounting for seasonal and other variations.
OP 18: Historically Underutilized Businesses

2 points available

A. Credit Rationale
This credit recognizes institutions that support the triple bottom line of economic prosperity, environmental sustainability, and social equity by purchasing from historically underutilized, minority-owned, and women-owned businesses.

B. Criteria
Institution makes purchases from companies that include historically underutilized, minority-owned, and/or women-owned businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by OP 10: Food and Beverage Purchasing, are not included in this credit.

C. Applicability
This credit applies to all institutions that are not legally prohibited from reporting the information required.

D. Scoring
Institutions earn the maximum of 2 points available for this credit when purchases that meet at least one of the criteria outlined above comprise 25 percent of all purchases. Incremental points are awarded based on the percentage of expenditures that are from businesses meeting the criteria outlined above. For example, an institution that made 12.5 percent of its purchases from businesses meeting the criteria above would earn 1 point (half of the points available for this credit). Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of Total Purchases from Historically Underutilized, Minority Owned, and/or Women Owned Businesses (0-100)</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.08</td>
<td>x</td>
<td>___________</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Scoring Example: Historically Underutilized Businesses

Example College had $200 million in controllable expenditures during the past year. Of those purchases, $10 million were from historically underutilized, minority-owned, and/or women-owned businesses, accounting for 5 percent of the institution’s total purchases.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of Total Purchases from Historically Underutilized, Minority Owned, and/or Women Owned Businesses (0-100)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.08</td>
<td>×</td>
<td>5</td>
<td>=</td>
<td>0.4</td>
</tr>
</tbody>
</table>

E. Reporting Fields

Required
- The percentage of total purchases from historically underutilized, minority owned, and/or women owned businesses
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Optional
- A brief description of how the institution seeks to support historically underutilized, minority-owned, and women-owned businesses (e.g. giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution)
- The website URL where information about the institution’s socially responsible purchasing policies and/or program is available
- Notes about the submission

F. Measurement

Timeframe
Report on the most recent data available.
Sampling and Data Standards
Institutions may track purchases over a one-year time period or take a representative sample to determine the percentage of purchases from historically underutilized businesses. When using a sample, institutions should strive to ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

G. Standards and Terms

Historically Underutilized Business
A historically underutilized business is a small business that is:
- 51 percent or more owned, operated and controlled by members of socially and/or economically disadvantaged groups who suffer the effects of discriminatory practices due to their identification as members of such groups and/or
- Located in an economically distressed area and for which local residents comprise 30 percent or more of all employees.

Minority-Owned Business
A minority-owned business is an enterprise, regardless of size, that is 51 percent or more owned, operated and controlled by members of racial or ethnic minority groups.

Purchases
Purchases are defined as controllable expenditures, i.e. those expenditures that can be controlled or restrained by the institution and its managers (e.g. supplies, equipment purchases, equipment rental and maintenance, printing, services, travel).

Representative Sample
A representative sample is a subset of a population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. In this case, a representative sample of purchases should accurately reflect the institution’s total purchases, accounting for seasonal and other variations.

Small Business
Institutions may define small businesses based on the criteria used by the governmental agency with jurisdiction in the institution’s locality (e.g. U.S. Small Business Administration) or use the following definition:

A small business is an enterprise that is independently or cooperatively owned and operated and has fewer than 250 employees and less than $50 million (US/Canadian dollars) in annual receipts.
**Women-Owned Business**

A women-owned business is a small business that is 51 percent or more women-owned, managed, and controlled.
Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 19</td>
<td>Campus Fleet</td>
<td>2</td>
</tr>
<tr>
<td>OP 20</td>
<td>Student Commute Modal Split</td>
<td>3</td>
</tr>
<tr>
<td>OP 21</td>
<td>Employee Commute Modal Split</td>
<td>2</td>
</tr>
<tr>
<td>OP 22</td>
<td>Support for Sustainable Transportation</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

*credit does not apply to all institutions

Optional Reporting Fields

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary and image will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary and image for each subcategory in STARS.
OP 19: Campus Fleet

2 points available

A. Credit Rationale
This credit recognizes institutions that use cleaner fuels and fuel efficient vehicles. Institutions can help shape markets by creating demand for and enhancing the visibility of more efficient vehicles and cleaner fuels that reduce greenhouse gas emissions and improve local air quality.

B. 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. Fueled with Compressed Natural Gas (CNG)
   F. Hydrogen fueled
   G. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
   H. 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.

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

D. Scoring
Institutions earn the maximum of 2 point available for this credit when all vehicles in their fleets are alternatively fueled and/or powered. Incremental points are awarded for using alternative fuels in some vehicles and/or having some alternatively powered vehicles. For example, an institution for which gasoline-electric hybrid vehicles comprise 50 percent of the total fleet would earn 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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Vehicles that Meet a Criterion (A-H) for Power or Fuel Type</th>
<th>Divide</th>
<th>Total Number of Vehicles in Fleet</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>×</td>
<td>_______</td>
<td>÷</td>
<td>_______</td>
<td>=</td>
<td>_______</td>
</tr>
</tbody>
</table>

**Scoring Example: Campus Fleet**

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

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

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Vehicles that Meet a Criterion (A-H) for Power or Fuel Type</th>
<th>Divide</th>
<th>Total Number of Vehicles in the Fleet</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>×</td>
<td>45</td>
<td>÷</td>
<td>100</td>
<td>=</td>
<td>0.90</td>
</tr>
</tbody>
</table>

**E. Reporting Fields**

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

Optional

☐ Notes about the submission

F. Measurement

Timeframe
Report 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.

G. Standards and Terms
Not applicable
OP 20: Student Commute Modal Split

3 points available

A. Credit Rationale
This credit recognizes institutions where students use preferable modes of transportation to travel to and from the institution. Commute modal split is a common measure used to evaluate the sustainability performance of a transportation system. Using alternative modes of transportation helps reduce local air pollution and GHG emissions. Walking and biking offer health benefits as well.

B. Criteria
Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>The total percentage of students using more sustainable commuting options (0-100)</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.03</td>
<td>×</td>
<td>____</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Scoring Example: Student Commute Modal Split

Example University students have the following commuting composition:

- 30 percent live on campus (and, therefore, do not drive alone to commute)
- 15 percent walk, bike, or use non-motorized transportation
- 20 percent take campus shuttles or public transportation
- 5 percent carpool

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>The total percentage of students using more sustainable commuting options (0-100)</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.03</td>
<td>×</td>
<td>70</td>
<td>=</td>
<td>2.1</td>
</tr>
</tbody>
</table>

E. Reporting Fields

Required
- The total percentage of students that use more sustainable commuting options (0-100)
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional
- The percentage of institution’s students that commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation (0 - 100)
- 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 (0-100)
- The percentage of institution’s students that vanpool or carpool as their primary method of transportation (0-100)
- The percentage of institution’s students that take a campus shuttle or public transportation as their primary method of transportation (0-100)
The percentage of institution’s students that use a motorcycle, scooter or moped as their primary method of transportation (0-100)

The website URL where information about alternative transportation is available

Notes about the submission

F. Measurement

Timeframe
Report the most recent data available within the previous three years.

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

This credit is scored based on the percentage of students using alternatives to single-occupancy vehicle commuting. It is not required that the various transportation modes reported in the Optional Reporting Fields (above) total 100.

G. Standards and Terms

More Sustainable Commuting Options
More sustainable commuting options include transportation modes that do not involve single-occupancy vehicles (i.e. cars with only the driver in the vehicle). Thus, the following commuting options are classified as more sustainable for purposes of this credit: walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or any combination of these options.

Representative Sample
A representative sample is a subset of a population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. In this case, a representative sample of students should accurately reflect the institution’s total student population, accounting for seasonal and other variations.
OP 21: Employee Commute Modal Split

2 points available

A. Credit Rationale
This credit recognizes institutions where employees use preferable modes of transportation to travel to and from the institution. Commute modal split is a common measure used to evaluate the sustainability performance of a transportation system. Using alternative modes of transportation reduces local air pollution and GHG emissions. Walking and biking offer health benefits as well.

B. Criteria
Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 2 points for this credit by having all employees use alternative modes of transportation for getting to and from campus. Incremental points are awarded based on the percentage of employees that use alternative modes. For example, an institution for which 50 percent of employees use alternative modes and the other 50 percent drive alone would earn 1 point (half of the available points for this credit). Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>The total percentage (0-100) of employees using more sustainable commuting options</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.02</td>
<td>×</td>
<td>_______</td>
<td></td>
<td>=</td>
</tr>
</tbody>
</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
Scoring Example: Employee Commute Modal Split

Example University employees have the following commuting composition:

- 10 percent walk, bike, or use non-motorized transportation
- 30 percent take campus shuttles or public transportation
- 15 percent carpool

Total percentage using alternatives to single-occupancy vehicle commuting = 10 + 30 + 15 = 55

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>The total percentage (0-100) of employees using more sustainable commuting options</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.02</td>
<td>×</td>
<td>55</td>
<td>=</td>
<td>1.1</td>
</tr>
</tbody>
</table>

E. Reporting Fields

Required
- The total percentage of employees that use more sustainable commuting options (0-100)
- An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional
- The percentage of the institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation (0-100)
- The percentage of institution's employees that walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents (0-100)
- The percentage of institution's employees that vanpool or carpool as their primary method of transportation (0-100)
- The percentage of institution's employees that take a campus shuttle or public transportation as their primary method of transportation (0-100)
The percentage of institution’s employees that use a motorcycle, scooter or moped as their primary method of transportation (0-100)

The website URL where information about alternative transportation is available

Notes about the submission

F. Measurement

Timeframe
Report the most recent data available within the previous three years.

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

This credit is scored based on the percentage of employees using alternatives to single-occupancy vehicle commuting. It is not required that the various transportation modes reported in the Optional Reporting Fields (above) total 100.

G. Standards and Terms

More Sustainable Commuting Options
More sustainable commuting options include transportation modes that do not involve single-occupancy vehicles (i.e. cars with only the driver in the vehicle). Thus, the following commuting options are classified as more sustainable for purposes of this credit: walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or any combination of these options.

Representative Sample
A representative sample is a subset of a population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. In this case, a representative sample of employees should accurately reflect the institution’s total employee population, accounting for seasonal and other variations.
OP 22: Support for Sustainable Transportation

2 points available

A. Credit Rationale
This credit recognizes institutions that support active transportation and commuting alternatives for its students and employees. Encouraging more sustainable modes of transportation and offering programs to reduce commuting helps decrease local air pollution and greenhouse gas emissions.

B. Criteria

Part 1
The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option 1. Institution:
- Provides weather-protected and secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) for 90 percent or more of campus buildings and makes long-term bicycle storage available to all campus residents (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a network of dedicated bicycle and pedestrian paths and lanes that create a continuous network connecting all core campus buildings, facilities and multi-modal transportation nodes (see Section G. Standards and Terms).
  and/or
- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option 2. Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.).

Part 2
Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided
by a government agency. The institution must be the entity making the passes available to its community members.

- Offers a guaranteed return trip program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus
- Other

**C. Applicability**
This credit applies to all institutions.

**D. Scoring**
Each part is scored independently.

**Part 1**
Institutions earn the maximum of 0.5 points for meeting all four of the criteria in Option 1 or for meeting the criteria in Option 2. Partial points are available for Option 1 based on number of criteria met. For example, an institution that meets 2 of the criteria would earn 0.25 points (half of the points available for Part 1).

**Part 2**
Institutions earn 0.25 points for each initiative described above. Institutions with six or more of the initiatives listed earn the maximum of 1.5 points available for Part 2.

**E. Reporting Fields**

**Required**
- An indication of whether the institution encourages more sustainable modes of transportation and reduces the impact of student and employee commuting in the following ways:
  - Provides indoor and secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters
  - Provides short-term bicycle parking for 90 percent or more of campus buildings and makes long-term bicycle storage available to all campus residents (if
applicable)
  o Has a “complete streets” or bicycle accommodation policy and/or a network of
dedicated bicycle and pedestrian paths and lanes that create a continuous network
connecting all core campus buildings, facilities and multi-modal transportation
nodes
  o Has a bicycle-sharing program or participates in a local bicycle-sharing program
  o Is certified as a Bicycle Friendly University by the League of American Bicyclists
(U.S.)
  o Offers free or reduced price transit passes and/or operates a free campus shuttle
for commuters
  o Offers a guaranteed return trip program to regular users of alternative modes of
transportation
  o Participates in a car/vanpool or ride sharing program and/or offers reduced parking
fees or preferential parking for car/vanpoolers
  o Participates in a car sharing program, such as a commercial car-sharing program,
one administered by the institution, or one administered by a regional organization
  o Has one or more Level 2 or Level 3 electric vehicle recharging stations that are
accessible to student and employee commuters
  o Offers a telecommuting program for employees as a matter of policy or as standard
practice
  o Offers a condensed work week option for employees as a matter of policy or as
standard practice
  o Has incentives or programs to encourage employees to live close to campus
  o Other (please specify)
  □ An affirmation that the submitted information is accurate to the best of a responsible
party’s knowledge and contact information for the responsible party. The responsible
party should be a staff member, faculty member, or administrator who can respond to
questions regarding the data once it is submitted and available to the public.

Conditional
Required for each area for which the institution is claiming points:
  □ A brief description of the program or initiative

Optional
  □ The website URL where information about the institution’s sustainable transportation
program(s) is available
  □ Notes about the submission
F. Measurement

Timeframe
Report on current programs, practices and plans.

Sampling and Data Standards
Not applicable

G. Standards and Terms

Bicycle Friendly University
The Bicycle Friendly University (BFU) program recognizes institutions of higher education in the U.S. for promoting and providing a more bicycle-friendly campus for students, staff and visitors. For more information, see the League of American Bicyclists website.

Complete Streets and Bicycle Accommodation Policies
A complete streets policy sets standards and practices for campus streets to enable safe access for all users, i.e. such that pedestrians, bicyclists, motorists and transit riders of all ages and abilities are able to safely move along and across a complete street. A bicycle accommodation policy is similar, but addresses safe street access for bicyclists only.

Continuous Bicycle and Pedestrian Network
A continuous bicycle and pedestrian network is one that connects all core campus buildings, facilities and multi-modal transportation nodes, including, at minimum: all buildings with classrooms, research laboratories, and offices; student services facilities; libraries; dining halls; residence halls; athletic and recreational facilities; and transit stations.

Electric Vehicle Recharging Stations
Level 2 electric vehicle recharging stations are 208 – 240 volt AC chargers. Level 3 chargers include very high voltages (e.g. 300 - 600 volts DC) and currents, and may also include AC “fast charging” stations (“Level 3 AC“).

Guaranteed Return Trip (GRT) Program
Guaranteed return trip programs support users of alternative modes of transportation by providing transportation in cases of emergencies, for example illnesses, family emergencies or the absence of a carpool and vanpool vehicle.
Waste

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

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 23</td>
<td>Waste Generation</td>
<td>5</td>
</tr>
<tr>
<td>OP 24</td>
<td>Waste Diversion</td>
<td>3</td>
</tr>
<tr>
<td>OP 25</td>
<td>Construction and Demolition Waste Diversion*</td>
<td>1</td>
</tr>
<tr>
<td>OP 26</td>
<td>Hazardous and Electronic Waste Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

*credit does not apply to all institutions

Optional Reporting Fields

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
OP 23: Waste Generation

5 points available

A. Credit Rationale
This credit recognizes institutions that have reduced waste generation over time. While other credits recognize the benefits of recycling, this credit acknowledges the importance of preventative measures. Decreasing the total amount of materials that are used and discarded offers significant environmental benefits.

B. Criteria
Part 1
Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a baseline.

Part 2
Institution’s total waste generation (garbage, recycling, and compost) per weighted campus user is less than the following minimum performance threshold for its type:
- Two-year institutions: 0.10 tons
- Four-year, non-research institutions: 0.58 tons
- Four-year research institutions: 0.38 tons

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP 25: Construction and Demolition Waste Diversion and OP 26: Hazardous and Electronic Waste Management.

C. Applicability
This credit applies to all institutions.

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

Part 1
Institutions earn maximum points of 2.5 points available for Part 1 by reducing their total waste generation by 50 percent or more compared to a baseline. Incremental points are awarded based on the percentage reduction achieved. For example, an institution that
reduced the total amount of waste generated by 25 percent would earn 1.25 points (half of the points available for Part 1).

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

Points Earned = 5 × \{ \frac{(A/B) - (C/D)}{(A/B)} \}

A = Total waste generation [garbage + recycling + compost], baseline year (tons)
B = Weighted campus users, baseline year
C = Total waste generation [garbage + recycling + compost], performance year (tons)
D = Weighted campus users, performance year

Part 2
An institution earns the maximum of 2.5 points available for Part 2 of this credit when its total waste generation per weighted campus user is 90 percent less than the minimum threshold for its institution type. Incremental points are awarded based on the institution's performance between its minimum threshold and the 90 percent target. For example, a two-year institution with total waste generation of 0.05 tons per weighted campus user (45 percent less than the minimum threshold for two-year institutions) would earn 1.25 points (half of the points available for Part 2).

Points Earned = 2.78 × \{ \frac{C - (A/B)}{C} \}

A = Total waste generation [garbage + recycling + compost], performance year (tons)
B = Weighted campus users, performance year
C = Minimum performance threshold for institution's type

E. Reporting Fields

Required
- An indication of whether the institution is reporting baseline data from a single year or a 3-year average
- Baseline year (report the middle year if using a 3-year average)
- Weight of materials recycled, baseline year (tons)
- Weight of materials composted, baseline year (tons)
- Weight of materials disposed as garbage, baseline year (tons)
- Figures needed to determine the number of “Weighted Campus Users” during the baseline year:
  - On-campus residents, baseline year
  - Non-residential/commuter full-time students, faculty, and staff members, baseline year
- Non-residential/commuter part-time students, faculty, and staff members, baseline year
- An indication of whether the institution is reporting performance year data from a single year or a 3-year average
- Performance year (report the middle year if using a 3-year average)
- 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 performance year:
  - On-campus residents, performance year
  - Non-residential/commuter full-time students, faculty, and staff members, performance year
  - 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional
- A brief description of the institution’s waste reduction program(s), including efforts made during the previous three years
- An indication of whether the institution employs the following waste reduction strategies:
  - Has conducted a campus waste audit within the previous three years
  - Has a surplus department or formal office supplies exchange program that facilitates reuse of materials
  - Limits paper and ink consumption by students, for example by restricting free printing and/or mandating doubled-sided printing in libraries and computer labs
  - Makes course catalogs, course schedules, and directories available online by default rather than printing them
  - Has a program to reduce residence hall move-in waste
  - Has a program to reduce residence hall move-out waste
- An indication of whether the institution and/or the institution’s primary dining services contractor employs the following food waste reduction strategies:
  - Has conducted a food waste audit within the previous three years
- Has a trayless dining program (in which trays are removed from or not available in dining halls) and/or other portion control program
- Provides reusable and/or third party certified compostable to-go containers (in conjunction with a composting program) for all to-go food and beverage items
- Utilizes reusable service ware for all “dine in” meals and reusable and/or third party certified compostable service ware (in conjunction with a composting program) for all to-go meals
- Offers discounts to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations

☐ The website URL where information about the institution’s waste reduction initiatives is available
☐ Notes about the submission
**Scoring Example: Waste Generation, Part 1**

The following data describe Example University:

A. **Waste Generation, Baseline Year:**
   - Tons of materials recycled = 1,000
   - Tons of materials composted = 350
   - Tons of materials disposed as garbage = 650
   Total Waste Generation = 1,000 + 350 + 650 = **2,000 tons**

B. **Weighted Campus Users, Baseline Year:**
   - On-campus residents = 2,000
   - Non-residential, full-time students and employees = 3,000
   - Non-residential, part-time students and employees = 500
   Baseline Weighted Campus Users = (1 × 2,000) + (0.75 × 3,000) + (0.5 × 500)
     = 2,000 + 2,250 + 250
     = **4,500**

C. **Waste Generation, Performance Year:**
   - 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 = **1,950 tons**

D. **Weighted Campus Users, Performance Year:**
   - 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
     = **5,000**

**Calculating Points Earned**

Points Earned = \(5 \times \frac{[(A/B) - (C/D)]}{(A/B)}\)

= \(5 \times \frac{[(2,000/4,500) - (1,950/5,000)]}{(2,000/4,500)}\)

= \(5 \times \{ \frac{0.44 - 0.39}{0.44} \}\)

= \(5 \times \frac{0.054}{0.44}\)

= \(5 \times 0.1227\)

= **0.61 points**
F. Measurement

Timeframe

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

Report population figures from the same time period as that from which waste generation data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the waste generation performance period). Institutions may use an average from throughout the period or a snapshot at a single representative point during the period (e.g. the fall figures reported to IPEDS by U.S. institutions).

Baseline Year
Report data from the baseline year, which may be any year from 1990 to the present. Recommended best practices for defining a baseline include:

- Use baselines adopted in formal sustainability plans or policies or previous STARS submissions
- Use the average of three consecutive years to reduce the impact of outliers. Institutions using 3-year averages should report the middle of the three years in the “Baseline year” reporting field.
- Use the same baseline year for multiple credits to reduce reporting requirements. For example, institutions using 2005 for all STARS credits that are baseline-based would only have to report baseline weighted campus user data once.
- Ensure that baseline and performance year data are valid and reliable (e.g. that the data were gathered in the same manner)

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

Report population figures from the same period as that from which waste generation data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the waste generation baseline period). Institutions may use an average from throughout the period or a snapshot at a single representative point during the period (e.g. the fall figures reported to IPEDS by U.S. institutions).
Minimum Performance Thresholds
The minimum performance thresholds for this credit were calculated using average performance year data for all STARS Rated Institutions as of August 30, 2012. Unconfirmed data flagged by AASHE staff as outliers subject to data accuracy inquiries were excluded. Performance data for each metric were analyzed by the following institution types: 2-year institutions, 4-year non-research institutions, and 4-year research institutions. For each metric, staff identified institution types for which there were statistically significant differences in performance. In cases where statistically significant differences in average performance were found based on institution type, thresholds were established at differing levels. Otherwise, thresholds were set at the same levels, regardless of institution type. The thresholds were set at 1 standard deviation below mean performance.

Sampling and Data Standards
Waste stream 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. Report weight in U.S./Canadian tons (i.e. “short tons”), using the following conversion factor if necessary: 1 ton = 907.185 kilograms.

To the extent possible, include all waste [garbage + recycling + compost] that was generated by the institution and the institution’s primary on-site dining services contractor (if applicable) when reporting for this credit. Construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP 25: Construction and Demolition Waste Diversion and OP 26: Hazardous and Electronic Waste Management, are excluded.

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.

G. Standards and Terms

Representative Sample
A representative sample is a subset of a population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. In this case, a representative sample of generated waste should accurately reflect the institution's total waste generation, accounting for seasonal and other variations.

Weighted Campus Users
Weighted campus user 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. Please note that users will not have to calculate
this figure themselves; the result will be calculated automatically when data are entered into the online Reporting Tool.

\[
\text{Weighted Campus Users} = (1 \times \text{number of on-campus residents}) + (0.75 \times \text{number of non-residential or commuter full-time students, faculty, and staff members}) + (0.5 \times \text{number of non-residential or commuter part-time students, faculty, and staff members})
\]

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.
OP 24: Waste Diversion

3 points available

A. Credit Rationale
This credit recognizes institutions that are diverting materials from landfills and incinerators and conserving resources by recycling and composting.

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

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP 25: Construction and Demolition Waste Diversion and OP 26: Hazardous and Electronic Waste Management.

C. Applicability
This credit applies to all institutions

D. Scoring
Institutions earn the maximum 3 points for this credit by diverting all of their waste from the landfill or incinerator. Incremental points are awarded based on the percentage of waste that is diverted. For example, an institution that diverts 50 percent of its waste would earn 1.5 points (half of the points available for this credit).

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Materials Recycled, Donated, or Otherwise Recovered</th>
<th>Divide</th>
<th>Total Amount of Waste Generated (Recycled + Disposed)</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>x</td>
<td>_____</td>
<td>_____</td>
<td>=</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scoring Example: Waste Diversion

Last year Example College:
- Recycled 500 tons of materials
- Composted 50 tons of materials
- Disposed of 450 tons of materials in a landfill

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Materials Diverted from a Landfill</th>
<th>Divide</th>
<th>Total Amount of Waste Generated (Diverted + Disposed)</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>×</td>
<td>550</td>
<td>÷</td>
<td>1,000</td>
<td>=</td>
<td>1.65</td>
</tr>
</tbody>
</table>

E. 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years
- An indication of whether the institution and/or the institution’s primary dining services contractor) employs the following waste diversion strategies:
  - Composts and/or mulches waste from groundskeeping, including grass trimmings
  - Has a pre-consumer composting program that includes collecting food scraps during kitchen meal preparation
  - Has a post-consumer composting program that includes collecting food scraps and other compostable materials at dish room and/or collection bins for customers
  - Collects used cooking oil for reuse or recycling
o Regularly donates surplus food and/or collects food scraps to feed animals
o Regularly donates other materials (please specify)

□ Notes about the submission

F. Measurement

Timeframe
Report the most recent waste generation data available.

Sampling and Data Standards
Waste figures measured in volume may be converted to weight using the conversion factors provided by the U.S. Environmental Protection Agency and the College and University Recycling Council that are used for the RecycleMania competition. Report weight in U.S./Canadian tons (i.e. “short tons”), using the following conversion factor if necessary: 1 ton = 907.185 kilograms.

To the extent possible, include all waste that was generated by the institution and/or the institution’s primary on-site dining services contractor when reporting for this credit. Construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which is covered in OP 25: Construction and Demolition Waste Diversion and OP 26: Hazardous and Electronic Waste Management, is excluded. If data for the entire campus and/or entire year are not available, institutions may use a representative sample.

G. 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.

Representative Sample
A representative sample is a subset of a population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. In this case, a representative sample of the waste generated and diverted should accurately reflect the institution’s total waste stream, accounting for seasonal and other variations.
OP 25: Construction and Demolition Waste Diversion

1 point available

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

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

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

C. Applicability
This credit applies to all institutions that have conducted a major construction and/or demolition project in the past three years.

D. Scoring
Institutions earn the maximum 1 point for this credit by diverting all of their non-hazardous construction and demolition waste from the landfill or incinerator in a one-year period.

Incremental points are awarded based on the percentage of waste that is diverted. For example, an institution that diverts 50 percent of its construction and demolition waste would earn 0.5 points (half of the points available for this credit).
Enter values as indicated below to calculate points earned for this credit
Points will be calculated automatically when data are entered in the STARS online Reporting Tool

<table>
<thead>
<tr>
<th>C&amp;D Waste Recycled, Donated or Otherwise Recovered</th>
<th>Add</th>
<th>C&amp;D Waste Landfilled or Incinerated</th>
<th>Equals</th>
<th>Total Amount of Waste Generated (Recycled + Disposed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>+</td>
<td>_______</td>
<td>=</td>
<td>_______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>C&amp;D Waste Recycled, Donated or Otherwise Recovered</th>
<th>Divide</th>
<th>Total Amount of C&amp;D Waste Generated (Recycled + Disposed)</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>×</td>
<td>_______</td>
<td>÷</td>
<td>_______</td>
<td>=</td>
<td>_______</td>
</tr>
</tbody>
</table>
### Scoring Example: Construction and Demolition Waste Diversion

Example University had two major construction projects during the past year. These projects generated the following C&D materials:

- 50 tons of C&D materials that were recycled
- 10 tons of C&D materials that were donated
- 40 tons of C&D materials that were landfilled

Materials recycled, donated or otherwise recovered = $50 + 10 = 60$

Total amount of C&D waste generated = **100**

<table>
<thead>
<tr>
<th>C&amp;D Waste Recycled, Donated or Otherwise Recovered</th>
<th>Add</th>
<th>C&amp;D Waste Landfilled or Incinerated</th>
<th>Equals</th>
<th>Total Amount of Waste Generated (Recycled + Disposed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>+</td>
<td>40</td>
<td>=</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>C&amp;D Waste Recycled, Donated or Otherwise Recovered</th>
<th>Divide</th>
<th>Total Amount of C&amp;D Waste Generated (Recycled + Disposed)</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>×</td>
<td>60</td>
<td>÷</td>
<td>100</td>
<td>=</td>
<td>0.60</td>
</tr>
</tbody>
</table>

### E. 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.
Optional

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

☐ Notes about the submission

F. Measurement

Timeframe
Report on the most recent data available for a one-year period.

Sampling and Data Standards
Report weight in U.S./Canadian tons (i.e. “short tons”), using the following conversion factor if necessary: 1 ton = 907.185 kilograms.

G. Standards and Terms
Not applicable
OP 26: Hazardous and Electronic Waste Management

2 points available

A. Credit Rationale
This credit recognizes institutions that seek to minimize and safely dispose of all hazardous, universal, and non-regulated chemical waste and that have electronic waste (“e-waste”) recycling and/or reuse programs. Hazardous and electronic waste typically contains toxic components, such as lead and mercury, that can contaminate soil and groundwater and have detrimental human health impacts if handled improperly. At the same time, e-waste contains components that can be recycled. Likewise, computers, cellular phones, and other electronic materials can be donated or re-sold at reduced cost to non-profit organizations and community groups. Given the environmental and workplace health hazards that arise from hazardous and electronic waste disposal and recycling, this credit is reserved for programs that take steps to ensure that workers’ basic safety is protected and environmental standards are met.

B. Criteria
Part 1
Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2
Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

C. Applicability
This credit applies to all institutions

D. Scoring
Each part of the credit is scored separately.

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

Part 2
Institutions earn the maximum of 1 point available for Part 2 for having a program to recycle, reuse, and/or refurbish electronic waste generated by both the institution and its students. Partial points are available. For example, an institution whose program includes recycling,
reusing, and/or refurbishing electronic waste generated by the institution or its students, but not by both, would earn 0.5 points (half of the points available for Part 2).

**E. Reporting Fields**

**Required**

- An indication of whether the institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.
- An indication of whether the institution has a program in place to recycle, reuse, and/or refurbish electronic 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

**Conditional**

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

- A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste.
- A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste.

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

- An indication of whether the institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution.
- An indication of whether the institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students.
- A brief description of the electronic waste recycling program(s).
- A brief description of steps taken to ensure that electronic waste is recycled responsibly, workers’ basic safety is protected, and environmental standards are met.

**Optional**

- An indication of whether the institution has implemented a campus-wide inventory system to facilitate the reuse or redistribution of laboratory chemicals.
- The website URL where information about the institution’s hazardous and electronic-waste recycling programs is available.
- Notes about the submission.
F. Measurement

Timeframe
Report on current programs and offerings.

Sampling and Data Standards
Not applicable

G. Standards and Terms
Not applicable
**Water**

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water reclamation and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 27</td>
<td>Water Use</td>
<td>5</td>
</tr>
<tr>
<td>OP 28</td>
<td>Water Recovery and Reclamation*</td>
<td>2</td>
</tr>
<tr>
<td>OP 29</td>
<td>Rainwater Management</td>
<td>2</td>
</tr>
<tr>
<td>OP 30</td>
<td>Wastewater Treatment</td>
<td>1</td>
</tr>
<tr>
<td>OP 31</td>
<td>Water Metering</td>
<td>1</td>
</tr>
</tbody>
</table>

*credit does not apply to all institutions

**Optional Reporting Fields**

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
OP 27: Water Use

5 points available

A. Credit Rationale
This credit recognizes institutions that have reduced total water use. By reducing campus water use, institutions can reduce pressures on local aquifers, streams, rivers, lakes, and aquatic wildlife.

B. Criteria

Part 1
Institution has reduced its total water use per weighted campus user compared to a baseline.

Part 2
Institution has reduced its total water use per gross square foot of building space compared to a baseline.

Total water use includes the institution’s total withdrawal of water, regardless of source (i.e. both potable and non-potable water).

The volume of water directly recycled/reused on campus should be excluded from total water use figures (see Section E. Measurement and Section G. Standards and Terms).

C. Applicability
This credit applies to all institutions.

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

Part 1
Institutions earn the maximum of 2.5 points available for Part 1 of this credit by achieving a 30 percent or larger reduction in total water use per weighted campus user compared to a baseline. Incremental points are awarded for smaller reductions. For example, an institution that reduced its water use by 15 percent would earn 1.25 points (half of the points available for Part 1).

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

Points Earned = $8 \frac{1}{2} \times \left\{ \left[ \frac{(A/B) - (C/D)}{(A/B)} \right] / (A/B) \right\}$
Part 2
Institutions earn the maximum of 2.5 points available for Part 2 of this credit by achieving a 30 percent or larger reduction in total water use per gross square foot of building space compared to a baseline. Incremental points are awarded for smaller reductions. For example, an institution that reduced its water use by 15 percent would earn 1.25 points (half of the points available for Part 2).

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

Points Earned = \( \frac{8}{3} \times \left\{ \frac{(A/B) - (C/D)}{(A/B)} \right\} \)

A = Water use, baseline year (US gallons)
B = Building space, baseline year (square feet)
C = Water use, performance year (US gallons)
D = Building space, performance year (square feet)

---

**Scoring Example: Water Use, Part 1**

Example College
- Used 1,000,000 gallons of water in 2005 (A)
- Had 2,000 weighted campus users in 2005 (B)
- Used 900,000 gallons of water in 2008 (C)
- Had 2,000 weighted campus users in 2008 (D)

Points Earned = \( \frac{8}{3} \times \left\{ \frac{(A/B) - (C/D)}{(A/B)} \right\} \)

= \( \frac{8}{3} \times \left\{ \frac{(1,000,000/2,000) - (900,000/2,000)}{(1,000,000/2,000)} \right\} \)

= \( \frac{8}{3} \times \left\{ \frac{500 - 450}{500} \right\} \)

= \( \frac{8}{3} \times 0.10 \)

= **.83 points**
E. Reporting Fields

Required
- An indication of whether the institution is reporting baseline data from a single year or a 3-year average
- Baseline year (report the middle year if using a 3-year average)
- Water use, baseline year (US gallons, potable and non-potable combined)
- Figures used to determine “Weighted Campus Users” during the baseline year:
  - On-campus residents, baseline year
  - Non-residential/commuter full-time students, faculty, and staff members, baseline year
  - Non-residential/commuter part-time students, faculty, and staff members, baseline year
- Building space, baseline year (square feet)
- An indication of whether the institution is reporting performance year data from a single year or a 3-year average
- Performance year (report the middle year if using a 3-year average)
- Water use, performance year (US gallons, potable and non-potable combined)
- Figures used to determine “Weighted Campus Users” during the performance year:
  - On-campus residents, performance year
  - Non-residential/commuter full-time students, faculty, and staff members, performance year
  - Non-residential/commuter part-time students, faculty, and staff members, performance year
- Building space, performance year (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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional
- Indoor water use, performance year (US gallons)
- Cooling tower and process water use, performance year (US gallons)
- Outdoor (i.e. landscape) water use, performance year (US gallons)
- A brief description of the institution’s water conservation and efficiency program(s), including efforts made during the previous three years
- An indication of whether the institution employs the following technologies or
strategies as a matter of policy or standard practice:
- Building retrofits, e.g. to install high efficiency plumbing fixtures and fittings
- Replacing appliances and equipment with water-efficient alternatives
- Retrofitting and/or replacing cooling towers and/or other systems with water-efficient alternatives
- Water-efficient landscape design (e.g. xeriscaping)
- Weather-informed irrigation technologies
- Other (please specify)

□ The website URL where information about the institution’s water conservation and efficiency initiatives is available
□ Notes about the submission

F. Measurement

Timeframe

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

Report population and building space figures from the same time period as that from which water use data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the water use performance period). Institutions may use an average from throughout the period or a snapshot at a single representative point during the period (e.g. the fall figures reported to IPEDS by U.S. institutions).

Baseline Year
Report data from the baseline year, which may be any year from 1990 to the present. Recommended best practices for defining a baseline include:

- Use baselines adopted in formal sustainability plans or policies or previous STARS submissions
- Use the average of three consecutive years to reduce the impact of outliers. Institutions using 3-year averages should report the middle of the three years in the “Baseline year” reporting field.
- Use the same baseline year for multiple credits to reduce reporting requirements. For example, institutions using 2005 for all STARS credits that are baseline-based would only have to report baseline weighted campus user data once.
- Ensure that baseline and performance year data are valid and reliable (e.g. that the data were gathered in the same manner)
Institutions may choose the start and end dates that work best with the data they have (e.g. fiscal or calendar year), as long as data are reported from a consecutive 12-month (or 3-year) period.

Report population and building space figures from the same period as that from which water use data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the water use baseline period). Institutions may use an average from throughout the period or a snapshot at a single representative point during the period (e.g. the fall figures reported to IPEDS by U.S. institutions).

**Sampling and Data Standards**

Report water use figures in U.S. gallons, using the following conversion factor if necessary: 1 gallon (US) = 0.0038 m³.

Report building space in gross square feet, using the following conversion factor if necessary: 1 square foot = .093 m².

To the extent possible, include all water that was used by the institution when reporting for this credit; reporting on a sample or subset of water use is not allowed. If data on water use values are not available, institutions may work with their facilities department and water utility to estimate usage figures based on billing totals.

Water that is directly recycled/reused on campus (see *Section G. Standards and Terms*) should be counted toward total water use once (at initial withdrawal from its source) and excluded at subsequent uses.

**G. Standards and Terms**

**Blackwater**

Blackwater is effluent that contains contaminants, i.e. sewage.

**Graywater**

Consistent with *the Alliance for Water Efficiency*, graywater (a.k.a. greywater) is defined as:

> Untreated wastewater that has not been contaminated by any toilet discharge, has not been affected by infectious, contaminated, or unhealthy bodily wastes, and that does not present a threat from contamination by unhealthful processing, manufacturing, or operating wastes. Graywater can be used for non-potable applications such as irrigation. Graywater includes wastewater from bathtubs, showers, bathroom washbasins, clothes washing machines, and laundry tubs but does not include wastewater from kitchen sinks or dishwashers.

**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.

Water Recycling and Reuse
For the purposes of this credit, recycled/reused water includes water reused in closed loop systems, graywater that is recovered on-site and reused, and blackwater that is reclaimed on-site and reused. Reuse applications may include, but are not limited to, agricultural and landscape irrigation, industrial and cooling processes, toilet flushing, and replenishing ground water basins (i.e. ground water recharge).

Weighted Campus Users
Weighted Campus User 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 otherwise comparable non-residential institution since the students’ residential impacts and consumption would be included in the institution’s totals.
OP 28: Water Recovery and Reclamation

2 points available

A. Credit Rationale
This credit recognizes institutions that are using water from recovered and reclaimed sources to meet campus water demand with. By maximizing the use of recovered precipitation and reclaimed wastewater, institutions can reduce pressures on fresh and potable water supplies and support the development of local sustainable water systems.

B. Criteria
Institution supports the development and use of sustainable water systems by using one or both of the following sources to meet campus water demand:

- Rainwater harvested directly and stored by the institution (e.g. in cisterns and stormwater retention ponds)
  and/or
- Reclaimed water from off-site sources

Strategies to increase the efficiency of campus water use, such as recycling/reusing water on-site, are not included in this credit. They are recognized in OP 27: Water Use.

Since this credit is intended to recognize institutions that are catalyzing and/or supporting the development and use of sustainable water systems, untreated water withdrawn from surface water, groundwater, and water utilities does not count for this credit. It is included in OP 27: Water Use.

C. Applicability
This credit applies to all institutions that are not legally prohibited from using recovered and/or reclaimed water for any application.

D. Scoring
Institutions earn the maximum of 2 points available for this credit by using water from the sources listed above to meet 50 percent of total campus water demand (i.e. use). Incremental points are available based on the percentage of total water demand met with water from recovered and/or reclaimed sources. For example, an institution that met 25 percent of total water demand with water for the sources listed 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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Volume of Water From Recovered and/or Reclaimed Sources</th>
<th>Divide</th>
<th>Total Water Use</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>×</td>
<td>____</td>
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<td>____</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

**E. Reporting Fields**

**Required**
- Total water use (US gallons)
- Volume of rainwater harvested directly and stored/used by the institution (US gallons)
- Volume of reclaimed water withdrawn from off-site sources (US gallons)
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

**Optional**
- A brief description of the institution’s water recovery and reclamation program(s)
- The website URL where information about the institution’s water recovery and reclamation program(s) is available
- Notes about the submission

**F. Measurement**

**Timeframe**
Report the most recent annual water use data available.

**Sampling and Data Standards**
Report water use figures in U.S. gallons, using the following conversion factor if necessary: 1 gallon (US) = 0.0038 m³.

To the extent possible, include all water that was used by the institution when reporting for this credit; reporting on a sample or subset of water use is not allowed. If data on water use values are not available, institutions may work with their facilities department and water utility to estimate usage figures based on billing totals.
G. Standards and Terms

Harvested Rainwater
Harvested rainwater includes water captured from roofs and from non-roof surfaces such as parking lots, hardscapes and landscapes surrounding buildings and stored, e.g. in cisterns and stormwater retention ponds.

Reclaimed Water
Consistent with the Alliance for Water Efficiency, water reclamation is defined as “the treatment of degraded water for a beneficial purpose”. Reclaimed water (sometimes referred to as “recycled water”) is therefore wastewater effluent that is given additional treatment and distributed for reuse.
OP 29: Rainwater Management

2 points available

A. Credit Rationale
This credit recognizes institutions that implement policies and programs to reduce rainwater (aka stormwater) runoff and resultant water pollution, and treat water as a resource rather than as a waste product. By using Low Impact Development practices and green infrastructure to manage rainwater, institutions can help replenish natural aquifers, reduce erosion impacts, decrease pressures on public infrastructure and minimize local water contamination.

B. Criteria

Part 1
Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater (aka stormwater) runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2
Institution has adopted a rainwater (aka stormwater) management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure (see Section G. Standards and Terms).

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

C. Applicability
This credit applies to all institutions.
D. Scoring
Each part is scored independently.

Part 1
Institutions earn 1 point for having a policy, plan, and/or strategies that meet the criteria outlined above. Partial points are not available for Part 1.

Part 2
Institutions earn 1 point for having a policy, plan, and/or strategies that meet the criteria outlined above. Partial points are not available for Part 2.

E. Reporting Fields

Required
- An indication of whether the institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater (aka stormwater) runoff volume and improve outgoing water quality for new construction, major renovation, and other projects
- An indication of whether the institution has adopted a rainwater (aka stormwater) management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is claiming points for Part 1:
- A brief description of the institution’s Low Impact Development (LID) practices

Required if the institution is claiming points for Part 2:
- A brief description of the institution’s rainwater management policy, plan, and/or strategies, including green infrastructure

Optional
- The website URL where information about the institution’s rainwater and wastewater management initiatives, plan or policy is available
- An indication if the institution employs the following rainwater management technologies or strategies:
  - Rainwater harvesting
  - Redirecting rainwater from impervious surfaces to pervious areas and/or green infrastructure systems
- Using rainwater filtering systems to treat water prior to release into public storm drain systems, drainage easements and/or water bodies
- Living or vegetated roofs
- Porous paving
- Retention ponds
- Stone swales
- Vegetated swales
- Other (please specify)

□ Notes about the submission

F. Measurement

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

Sampling and Data Standards
Report on policies, plans, and/or strategies employed throughout the campus.

G. Standards and Terms

Green Infrastructure
Consistent with the [U.S. Environmental Protection Agency](https://www.epa.gov) (EPA), the term “green infrastructure” refers to:

...systems and practices that use or mimic natural processes to infiltrate, evapotranspire (the return of water to the atmosphere either through evaporation or by plants), or reuse stormwater or runoff on the site where it is generated.

Examples include rain gardens, bioswales, permeable pavements, green streets and alleys, green roofs, and urban tree canopy.

Low Impact Development (LID)
Consistent with [U.S. EPA](https://www.epa.gov), Low Impact Development (LID) is defined as:

...an approach to land development (or re-development) that works with nature to manage stormwater as close to its source as possible. LID employs principles such as preserving and recreating natural landscape features, minimizing effective imperviousness to create functional and appealing site drainage that treat stormwater as a resource rather than a waste product. There are many practices that have been used to adhere to these principles such as bioretention facilities, rain gardens, vegetated rooftops, rain barrels, and permeable pavements. By implementing LID principles and practices, water can be managed in a way that reduces the impact of
built areas and promotes the natural movement of water within an ecosystem or watershed. Applied on a broad scale, LID can maintain or restore a watershed's hydrologic and ecological functions. LID has been characterized as a sustainable stormwater practice by the Water Environment Research Foundation and others.

LID can be applied to new development, redevelopment, or as retrofits to existing development. LID has been adapted to a range of land uses from high density ultra-urban settings to low density development.

**Rainwater Runoff**

Rainwater (aka stormwater) runoff refers to water from precipitation that flows over land or impervious surfaces into bodies of water or sewer systems.
OP 30: Wastewater Treatment

1 point available

A. Credit Rationale
This credit recognizes institutions that are catalyzing and supporting ecologically preferable methods of wastewater treatment. By naturally handling wastewater, institutions can work with nature to decrease pressures on public infrastructure and minimize local water contamination.

B. Criteria
Institution’s wastewater (i.e. discharged blackwater and graywater) is handled using one or more of the following ecologically preferable treatment methods:

- Natural systems (e.g. constructed treatment wetlands, Living Machines) and/or
- Recirculating biofilters, membrane bioreactors and related technologies that are connected to water recycling/reuse applications. (Wastewater treated by recirculating biofilters, membrane bioreactors and related technologies that is not diverted for reuse does not count as “naturally handled” for this credit.)

Wastewater may be handled on-site or in the local community.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 1 point available for this credit by handling 100 percent of discharged wastewater using ecologically preferable treatment practices. Incremental points are awarded based on the percentage of wastewater handled naturally. For example, an institution that naturally handles 50 percent of its wastewater would earn 0.5 points (or half of the points available for this credit).

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Wastewater Naturally Handled</th>
<th>Divide</th>
<th>Total Wastewater Discharged</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
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<td>_____</td>
</tr>
</tbody>
</table>
E. Reporting Fields

**Required**
- Total wastewater discharged (US gallons)
- Wastewater naturally handled (US gallons)
- A brief description of the institution’s sustainable wastewater treatment practices
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

**Optional**
- The website URL where information about the institution’s wastewater management treatment practices is available
- Notes about the submission

F. Measurement

**Timeframe**
Report the most recent annual data available.

**Sampling and Data Standards**
Report water use figures in U.S. gallons, using the following conversion factor if necessary: 1 gallon (US) = 0.0038 m³.

To the extent possible, include all wastewater that was discharged by the institution when reporting for this credit; reporting on a sample or subset of water use is not allowed. Consistent with many public utilities, wastewater volume may be estimated as 100 percent of total campus water use (e.g. as reported in OP 27: Water Use) minus graywater and blackwater diverted and/or reclaimed for reuse on-site. Institutions are encouraged to use other methodologies (e.g. based on metering or public utility estimates) and to report the methodologies used in the Public Notes for this credit.

G. Standards and Terms

**Constructed Treatment Wetlands**
Constructed wetlands treat wastewater by mimicking the biological, chemical and physical processes occurring in natural wetlands.

**Living Machine**
Living Machine is a trademark and brand name for a patented form of ecological wastewater treatment designed to mimic the cleansing functions of wetlands.
Membrane Bioreactors
Membrane bioreactors (MBRs) are packaged activated sludge systems that utilize an ultra-filtration membrane to filter out bacteria, microorganisms and other insoluble solids.

Recirculating Biofilters
Recirculating biofilters consist of chambers packed with highly porous materials that provide growth surfaces for microbes to treat the water. They are sometimes referred to as intermittent filters, packed bed filters, attached growth or fixed film processes.

For more information about ecologically preferable wastewater treatment practices and technologies, see Clean Water, Healthy Sound, a publication of the Cascadia Green Building Council (2009).
OP 31: Water Metering

1 point available

A. Credit Rationale
This credit recognizes institutions that implement building-level water metering. Metering provides accurate water use information to support campus operations (including the identification of water leaks and operational anomalies), facilitates the identification of opportunities for future water-saving improvements, and gathers water use data to build a baseline for various types of projects and uses.

B. Criteria
Institution meters water use at building/facility level and has a meter monitoring plan covering all points.

Meters may be utility-owned. Water that is metered within buildings and facilities by sub-system (e.g. by indoor, outdoor, or cooling tower use and/or by potable and non-potable sources) is included.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 1 point available for this credit by metering 100 percent of total campus water use at building/facility level. Incremental points are awarded based on the percentage of total water use metered at building/facility level. For example, an institution that meters 50 percent of its total water use at building/facility level would earn 0.5 points (half of the points available for this credit).

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Water Metered at Building/Facility Level</th>
<th>Divide</th>
<th>Total Water Use</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>=</td>
<td>_____</td>
</tr>
</tbody>
</table>


E. Reporting Fields

Required
- Total water use (US gallons, potable and non-potable combined)
- Water metered at building/facility level (US gallons, potable and non-potable combined)
- A brief description of the institution’s water metering 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Optional
- Water sub-metered by application/use and/or source (US gallons, potable and non-potable combined)
- The website URL where information about the institution’s water metering program is available
- Notes about the submission

F. Measurement

Timeframe
Report the most recent data available during the previous three years.

Sampling and Data Standards
Report water use figures in U.S. gallons, using the following conversion factor if necessary: 1 gallon (US) = 0.0038 m³.

To the extent possible, include all water that was used by the institution when reporting for this credit; reporting on a sample or subset of water use is not allowed. If data on water use values are not available, institutions may work with their facilities department and water utility to estimate usage figures based on billing totals.

G. Standards and Terms
Not applicable
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 toward 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. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning is an important step in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAE 1</td>
<td>Sustainability Coordination</td>
<td>5</td>
</tr>
<tr>
<td>PAE 2</td>
<td>Sustainability Planning</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

* credit does not apply to all institutions

Optional Reporting Field

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
PAE 1: Sustainability Coordination

5 points available

A. Credit Rationale
This credit recognizes institutions with active committees, offices, or officers charged by the administration or board of trustees to coordinate sustainability work on campus.

B. Criteria
Institution has a sustainability committee, office, and/or officer 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 officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn 5 points for having at least one committee, office, and/or officer that meets the criteria outlined above. Partial points are not available for this credit.

E. Reporting Fields

Required
- An indication of whether the institution meets the criteria for this credit
- An indication of whether the institution has a sustainability committee
- An indication of whether the institution has a sustainability office that includes more than 1 full-time equivalent (FTE) employee
- An indication of whether the institution has a sustainability officer
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.
Conditional
Required if the institution is claiming points for having a sustainability committee:
  □ The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities
  □ Members of each committee, including affiliations

Required if the institution is claiming points for having a sustainability office:
  □ A brief description of each sustainability office
  □ The number of people employed in the sustainability office(s) (in full-time equivalent)

Required if the institution is claiming points for having a sustainability officer:
  □ Name and title of each sustainability officer
  □ A brief description of each sustainability officer position

Optional
  □ The website URL where information about the sustainability committee(s) is available
  □ The website URL where information about the sustainability office(s) is available
  □ The website URL where information about the sustainability officer(s) is available
  □ Notes about the submission

F. Measurement
Timeframe
Report on current sustainability committee composition and practices, office status, and/or officer position status.

Sampling and Data Standards
Consistent with the U.S. Integrated Postsecondary Education Data System (IPEDS), the full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff.

G. Standards and Terms
Full-Time Equivalent
Consistent with the Organization for Economic Co-operation and Development (OECD), full-time equivalent (FTE) is defined as follows:
  A full-time equivalent, sometimes abbreviated as FTE, is a unit to measure employed persons or students in a way that makes them comparable although they may work or study a different number of hours per week.

  The unit is obtained by comparing an employee's or student's average number of hours worked to the average number of hours of a full-time worker or student. A full-time person is therefore counted as one FTE, while a part-time worker / student gets a score in proportion to the hours he or she works or studies. For example, a part-time worker...
employed for 20 hours a week where full-time work consists of 40 hours, is counted as 0.5 FTE.

The workforce of an enterprise, activity, or country etc. can then be added up and expressed as the number of full-time equivalents. In the context of education the FTE unit attempts to standardize a student's actual course load in comparison with the normal course load.

**Officer**
Sustainability “officer” is inclusive of sustainability coordinators, managers, directors, and the equivalent.
PAE 2: Sustainability Planning

10 points available

A. Credit Rationale
This credit recognizes institutions that have developed comprehensive plans to move toward sustainability. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future and provides a road map to help guide decision-making. Establishing measurable goals and objectives allows an institution to track its future progress, identify and document its successes, and manage the levels of resources devoted to (and required for) the attainment of its sustainability goals. Including sustainability at a high level in the institution’s strategic plan and other guiding documents also signals an institution’s commitment to sustainability and may help infuse an ethic of environmental, fiscal and social responsibility throughout the campus community.

B. Criteria
Institution has current and formal plans to advance sustainability. The plan(s) cover at least one of the following areas:
- Curriculum
- Research (or other scholarship appropriate for the institution)
- Student Engagement
- Air and Atmosphere
- Buildings
- Energy
- Food
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity and Affordability
- Human Resources
- Investment
- Public Engagement
- Other

The plan(s) may include measurable objectives with corresponding strategies and time frames to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:
- Strategic plan or equivalent guiding document
Campus master plan or physical campus plan
Sustainability plan
Climate action plan
Human resources strategic plan
Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn 0.25 points for each of the areas listed for which they have formally adopted plans and an additional 0.375 points if the plans include at least one measurable objective with corresponding strategies and time frames. A maximum of 10 points are available for this credit.

**Scoring Example: Sustainability Planning**

Example University has several formally adopted plans that address sustainability: a strategic plan, a physical campus plan, a climate action plan and a diversity plan. Collectively, the plans cover 10 specific sustainability areas:

- Curriculum
- Research
- Air and Atmosphere
- Buildings
- Energy
- Grounds
- Transportation
- Waste
- Water
- Diversity and Affordability

The plans include at least one measurable objective with corresponding strategies and time frames for 5 of those areas.

Points earned = \((0.25 \times 10 \text{ subject areas}) + (0.375 \times 5 \text{ measurable objectives})\)

\[
= 2.5 + 1.875 \\
= 4.375 \text{ points}
\]
E. Reporting Fields

**Required**
- □ An indication of whether the institution has formally adopted plans to advance sustainability covering the following areas:
  - o Curriculum
  - o Research (or other scholarship appropriate for the institution)
  - o Student Engagement
  - o Air and Atmosphere
  - o Buildings
  - o Energy
  - o Food
  - o Grounds
  - o Purchasing
  - o Transportation
  - o Waste
  - o Water
  - o Diversity and Affordability
  - o Human Resources
  - o Investment
  - o Public Engagement
  - o Other (please specify)

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

**Conditional**
Required for each area for which the institution is claiming points:
- □ An indication of whether the plan(s) include at least one measurable objective with corresponding strategies and time frames
- □ A brief description of the plan(s), including objectives, strategies, time frames (if applicable)
- □ Accountable parties, offices or departments

**Optional**
- □ An indication of whether the institution’s strategic plan or equivalent guiding document includes sustainability at a high level
- □ A brief description of how the strategic plan addresses sustainability
- □ The website URL where information about the institution’s sustainability planning is available
Notes about the submission

F. Measurement

Timeframe
Report on the institution’s current and formally adopted plan(s). Draft documents are not eligible for this credit.

Sampling and Data Standards
Not applicable

G. Standards and Terms

Formally Adopted
Formally adopted plans are those whose existence and function are integrated into the institution’s organizational structure.

Strategic Plan
A strategic plan is the highest guiding document for an institution. Strategic planning is the process of defining a strategy or direction and making decisions on allocating resources to pursue the strategy. A strategic plan thus serves as a statement of where the institution wants to go and how it plans to get there. Strategic plans often establish goals, objectives, strategies, and/or performance measures. An equivalent guiding document may be known under a different name.
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, immigrant, and other underrepresented communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAE 3</td>
<td>Diversity and Equity Coordination</td>
<td>2</td>
</tr>
<tr>
<td>PAE 4</td>
<td>Assessing Diversity and Equity</td>
<td>2</td>
</tr>
<tr>
<td>PAE 5</td>
<td>Support for Underrepresented Groups</td>
<td>2</td>
</tr>
<tr>
<td>PAE 6</td>
<td>Support for Future Faculty</td>
<td>2</td>
</tr>
<tr>
<td>PAE 7</td>
<td>Affordability and Access</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

Optional Reporting Fields

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
PAE 3: Diversity and Equity Coordination

2 points available

A. Credit Rationale
This credit recognizes institutions with active committees, offices, or officers charged by the administration or board of trustees to coordinate diversity and equity work on campus. Diversity and equity coordination increases the ability of an institution to more effectively address these issues.

B. Criteria
Part 1
Institution has a diversity and equity committee, office, and/or officer that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

Part 2
Institution makes cultural competence trainings and activities available to all members of any of the following groups:
- Students
- Staff (non-administrative)
- Faculty
- Administrators

C. Applicability
This credit applies to all institutions.

D. Scoring
Part 1
Institutions earn 1 point for having a committee, office, or officer that meets the criteria outlined above. Partial points are not available for Part 1 of this credit.

Part 2
Institutions earn the maximum of 1 point available for Part 2 for making cultural competence trainings available to all members of the campus community. Partial points are available based on the number of groups for whom the institution makes trainings available. For example, an institution that makes cultural competence trainings available to all members of 2 of the groups listed would earn 0.5 points (half of the points available for Part 2).
E. Reporting Fields

Required

☐ An indication of whether the institution has a diversity and equity committee, office, and/or officer that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus

☐ An indication of whether the institution makes cultural competence trainings and activities available to all members of any of the following groups:
  o Students
  o Staff (non-administrative)
  o Faculty
  o Administrators

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

Conditional

Required if the institution is claiming points for having a diversity and equity committee, office, and/or officer (Part 1):

☐ A brief description of the diversity and equity committee, office and/or officer, including purview and activities

Required if the institution is claiming points for making available cultural competence trainings (Part 2):

☐ A brief description of the institution’s cultural competence trainings

Optional

☐ The website URL where information about the diversity and equity committee, office and/or officer is available

☐ The website URL where information about the cultural competence trainings is available

☐ Notes about the submission

F. Measurement

Timeframe

Part 1

Report on current diversity and equity committee composition and practices, office status, and/or officer position status.
Part 2
Report on trainings offered during the previous three years

Sampling and Data Standards
Not applicable

G. Standards and Terms

Cultural Competence
Consistent with the National Center for Cultural Competence at Georgetown University, cultural competence is defined in the following way:

Cultural competence requires that organizations:
- have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
- have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.
- incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

Cultural competence is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum. (adapted from Cross et al., 1989)

Diversity
Consistent with the University of California, Berkeley, diversity “includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another.”

It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

Equity
Consistent with the University of California, Berkeley, equity is defined as:
...the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of
equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Officer
Diversity “officer” is inclusive of coordinators, managers, directors, and the equivalent.

Underrepresented Groups
Consistent with the University of California, Berkeley, underrepresented groups are groups who have been denied access and/or suffered past institutional discrimination and/or have been marginalized and are currently underrepresented. These groups may include, but are not limited to, racial, ethnic and immigrant populations, people with disabilities, lesbian, gay, bisexual, and transgender individuals, adult learners, veterans, and individuals from different religious groups and economic backgrounds.

Underrepresentation may be revealed by an imbalance in the representation of different groups in common pursuits such as education, jobs, housing, etc., resulting in marginalization for some groups and individuals and not for others, relative to the number of individuals who are members of the population involved.
PAE 4: Assessing Diversity and Equity

2 points available

A. Credit Rationale
This credit recognizes institutions that systemically assess diversity and equity on campus. Fostering an inclusive and welcoming campus culture is important to ensuring the academic and social success of all campus community members. In order to foster such a culture, it is helpful to gather information about campus stakeholders’ personal experiences and assess diversity and equity in terms of an institution’s students, employees and governance.

B. Criteria
Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1) Campus climate, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups

2) Student diversity and gender equity, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution

3) Employee diversity and gender equity, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution

4) Governance, e.g. by assessing the representation of minority groups on the institution’s governing bodies, the centrality of diversity and equity in planning and mission statements, and diversity and equity in external stakeholder and community engagement

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 2 points available for this credit for having conducted assessments that meets all of the criteria outlined above. Partial points are available based on the number of areas assessed. For example, an institution whose assessments covered 2 of the 4 areas listed would earn 1 point (half of the points available for the credit).
E. Reporting Fields

Required
- An indication of whether the institution has assessed diversity and equity in the following areas:
  - Campus climate
  - Student diversity and gender equity
  - Employee diversity and gender equity
  - Governance
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required for each area assessed:
- A brief description of the assessment(s), including year the assessment was last conducted, results, and how results are used in shaping policy, programs, and initiatives

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

F. Measurement

Timeframe
Report on the most recent assessment(s) conducted. Assessments must have been conducted during the previous three years in order to qualify for this credit.

Sampling and Data Standards
Diversity and equity may be assessed using representative samples.

G. Standards and Terms

See the definitions of diversity, equity, and underrepresented groups provided in PAE 3: Diversity and Equity Coordination.

Representative Sample
A representative sample is a subset of a population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like.
PAE 5: Support for Underrepresented Groups

2 points available

A. Credit Rationale
This credit recognizes institutions that have programs in place to support underrepresented groups on campus. Certain challenges accompany being a minority on campus. Schools can help create and maintain a diverse student body and help build diversity within academic disciplines by offering support programs to help individuals in underrepresented groups thrive academically and socially.

B. Criteria

Part 1
Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus. The programs include initiatives that are specifically designed to support one or more of the following groups:

- Students, staff and faculty from underrepresented racial, ethnic and immigrant populations
- Lesbian, gay, bisexual, and transgender students, staff and faculty
- Students, staff and faculty with disabilities
- Working students and adult learners

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in PAE 6: Support for Future Faculty.

Part 2
Institution has a bias response policy and/or team to respond to bias incidents and to support those who have experienced or witnessed an act of bias.

C. Applicability
This credit applies to all institutions.

D. Scoring
Each part is scored independently.

Part 1
Institutions earn 0.25 points for each underrepresented group listed above for which it has support programs. Institutions with programs to support all 4 of the groups listed earn the maximum 1 point available for Part 1 of this credit.
Part 2
Institutions earn 1 point for meeting the criteria outlined above. Partial points are not available for Part 2.

E. Reporting Fields

Required
- An indication of whether the institution has programs in place that include initiatives specifically designed to support the following groups:
  - Students, staff and faculty from underrepresented racial, ethnic and immigrant populations
  - Lesbian, gay, bisexual, and transgender students, staff and faculty
  - Students, staff and faculty with disabilities
  - Working students and adult learners
- An indication of whether the institution has a bias response policy and/or team to respond to bias incidents and to support those who have experienced or witnessed an act of bias
- An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required for each group for which the institution is claiming points (Part 1):
- A brief description of the programs

Required if institution is claiming points for having a bias response policy and/or team (Part 2):
- A brief description of the institution’s bias response policy and/or team, including examples of actions taken during the previous three years

Optional
- A brief description of programs to support other underrepresented groups
- The website URL where more information about the support programs is available
- The website URL where more information about the institution’s bias response policy and/or team is available
- Notes about the submission

F. Measurement

Timeframe
Report on current program offerings and status
G. Standards and Terms

Bias
Consistent with the University of Chicago, bias is defined as:

...a pre-formed negative opinion or attitude toward a group of persons who possess common characteristics, such as skin color, or cultural experiences, such as religion or national origin. Bias incidents involve actions committed against a person or property that are motivated, in whole or in part, by the bias against race, religion, sexual orientation, ethnicity, national origin, ancestry, gender, gender identity, age, or disability. By contrast, a hate crime is a criminal offense committed against a person or property that is motivated, in whole or in part, by bias against a race, color, ethnicity, national origin, sex, gender identity or expression, sexual orientation, disability, age or religion. All hate crimes are bias incidents, but not all bias incidents are hate crimes.

See also the definitions of diversity and underrepresented groups provided in PAE 3: Diversity and Equity Coordination.
PAE 6: Support for Future Faculty

2 points available

A. Credit Rationale
This credit recognizes institutions that are taking steps to help build a more diverse faculty by supporting future faculty members from underrepresented groups. Having a diverse faculty helps provide a rich learning experience for all students. Mentoring and other support programs encourage the participation of underrepresented groups in higher education.

B. Criteria
Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn 2 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.

E. Reporting Fields

Required

- An indication of whether the institution administers and/or participates in a program or programs to help build a diverse faculty that meet the criteria for this credit
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.
Conditional
Required if the institution is claiming points for administering and/or participating in a program or programs to help build a diverse faculty:
- A brief description of the institution’s programs that help increase the diversity of higher education faculty

Optional
- The website URL where more information about the program(s) is available
- Notes about the submission

F. Measurement

Timeframe
Report on current program offerings and status.

Sampling and Data Standards
Not applicable

G. Standards and Terms
Not applicable
PAE 7: Affordability and Access

11 points available

A. Credit Rationale
This credit recognizes institutions that are implementing strategies to improve their accessibility and affordability. Achieving a college degree is a valuable tool in addressing inequity, but in order for higher education to help society move toward greater equity, schools must be accessible to low-income populations.

B. Criteria

Part 1
Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Part 2
Institution serves low-income students.

For guidance in identifying low-income students, see Section G. Standards and Terms.

C. Applicability
This credit applies to all institutions.

D. Scoring
Each part is scored independently.

Part 1
Institutions earn 1 point by having programs or policies that meet the criteria outlined above. Partial points are not available for Part 1.
Part 2
Institutions earn the maximum of 10 points available for Part 2 when 30 percent or more of the institution’s students are low-income. Incremental points are awarded based on the percentage of students that are low-income. For example, an institution whose enrollment includes 15 percent low-income students would earn 5 points (half of the points available for Part 2). Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Enter values as indicated below to calculate points earned for Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points will be calculated automatically when data are entered in the STARS online Reporting Tool</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>The Percentage of the Institution’s Students that are Low-Income (0-100)</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>⅓</td>
<td>x</td>
<td></td>
<td>=</td>
<td>(Up to 10 available)</td>
</tr>
</tbody>
</table>

E. Reporting Fields

Required
- An indication of whether the institution has policies and programs in place to make it accessible and affordable to low-income students
- The percentage of the institution’s students that are low-income
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if institution is claiming points for having policies and programs in place to make it accessible and affordable to low-income students (Part 1):
- A brief description of the policies and programs the institution uses to improve its accessibility and affordability in the following categories (at least one description is required):
  - 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
- Other policies and programs not covered above

Required if institution is claiming points for serving low-income students (Part 2):
- A brief description of the methodology used to identify low-income students

Optional
- The website URL where information about the institution's affordability and access programs is available
- Notes about the submission

F. Measurement

Timeframe
Part 1
Report on current programs, policies, and practices.

Part 2
Report the most recent data available. Institutions may use average data from the previous 1, 2 or 3 years or a snapshot at a single representative point during the previous three years (e.g. the fall figures reported to IPEDS by U.S. institutions).

Sampling and Data Standards
Part 1
In addition to institution-wide policies or programs, report on policies and programs pertaining to the institution’s largest admissions group or student cohort (e.g. undergraduate students). Institutions may choose to include or omit programs and policies offered by smaller schools or departments within the institution.

Part 2
Institutions must report on the largest admissions group or student cohort (e.g. undergraduate students). Institutions may choose to include or omit smaller schools within the institution (e.g. graduate or professional schools) for which it does not typically collect student income data. For guidance in identifying low-income students, see Section G. Standards and Terms.

G. Standards and Terms

Low-Income Students
U.S. institutions may use the number of Pell Grant recipients and/or Pell Grant eligibility criteria as a proxy to identify low-income students. Similarly, Canadian institutions may use
Canada Student Grants Program criteria to identify low-income students. Other institutions may use similar criteria, as appropriate for their context.
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 engagement, training, and development programs in sustainability. Faculty and staff members’ daily decisions impact an institution’s sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability and to participate as stakeholders is an essential activity of a sustainable campus.

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAE 8</td>
<td>Employee Compensation</td>
<td>3</td>
</tr>
<tr>
<td>PAE 9</td>
<td>Workplace Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>PAE 10</td>
<td>Employee Engagement</td>
<td>3</td>
</tr>
<tr>
<td>PAE 11</td>
<td>Staff Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>PAE 12</td>
<td>Employee Orientation</td>
<td>2</td>
</tr>
<tr>
<td>PAE 13</td>
<td>Employee Educators Program</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

Optional Reporting Fields

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
PAE 8: Employee Compensation

3 points available

A. Credit Rationale
This credit recognizes institutions that ensure that their lowest paid workers earn sustainable compensation. Poverty, or the inability of current generations to meet their needs, is a sustainability challenge even in highly developed countries. By providing employees sustainable wages and benefits, a university or college can enfranchise its entire workforce so that each individual can contribute positively and productively to the community.

B. Criteria
Institution provides sustainable compensation (wages and benefits) to its employees.

Sustainable compensation may be defined in one or more of the following ways:

1) By a sustainable compensation standard or policy that has been formally adopted by the institution (see Section G. Standards and Terms)
2) Through negotiation with employees and their representative organizations (e.g. through collective bargaining)
3) By a sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
4) By a sustainable compensation standard that is in use in the institution’s locality. The standard may be formal (e.g. an ordinance covering public employees in the institution’s municipality) or informal (e.g. a standard adopted by a local campaign).
5) By an appropriate poverty guideline, threshold or low-income cut-off for a family of four.

Employees covered by a formally adopted standard, policy or agreement (options 1 and 2, above) may be considered to be receiving sustainable compensation. To earn points for employees not so covered, the institution must assess their compensation against a minimum sustainable compensation level or “floor” defined using option 3, 4, or 5 (above).

For institutions that elect to use a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. health care and retirement contributions).

This credit includes all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and
research assistants). Institutions may choose to include or omit undergraduate student workers. Employees of contractors operating on campus are not included in this credit. They are covered by PAE 25: Guidelines for Business Partners.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 3 points available for this credit when all employees receive sustainable compensation. Incremental points are awarded based on the percentage of employees that earn sustainable compensation. For example, if 50 percent of employees earn sustainable compensation, an institution would earn 1.5 points (50 percent of the points available for this credit). Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Employees Covered by a Formally Adopted Standard, Policy or Agreement</th>
<th>Add</th>
<th>Number of Other Employees that Receive Sustainable Compensation</th>
<th>Divide</th>
<th>Total Number of Employees</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>x</td>
<td></td>
<td>+</td>
<td></td>
<td>÷</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scoring Example: Employee Compensation

Example Community College employs 1000 individuals directly. The institution has 250 employees covered by collective bargaining agreements. It typically assesses its wage and benefits policies covering its other employees using a market-based salary survey and does not have a sustainable compensation policy. Therefore, the institution opts to use 120 percent of the current U.S. federal poverty guideline for a family of four to define a sustainable compensation floor for the other 750 workers. In assessing its wages and benefits against that floor, the college finds that 450 of these employees receive sustainable compensation.

Total number of employees = 1,000
Number of employees covered by a formally adopted standard, policy or agreement = 250
Number of other employees that receive sustainable compensation = 450

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Employees Covered by a Formally Adopted Standard, Policy or Agreement</th>
<th>Add</th>
<th>Number of Other Employees thatReceive Sustainable Compensation</th>
<th>Divide</th>
<th>Total Number of Employees</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>×</td>
<td>250</td>
<td>+</td>
<td>450</td>
<td>÷</td>
<td>1,000</td>
<td>=</td>
<td>2.1</td>
</tr>
</tbody>
</table>

E. Reporting Fields

Required

- Total number of employees (including part-time and temporary employees)
- Number of employees covered by a sustainable compensation standard or policy that has been formally adopted by the institution
- Number of employees covered by collective bargaining agreements (or the equivalent)
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution has employees that are not covered by a formally adopted standard, policy or agreement:
The minimum hourly wage that the institution has determined to be sustainable (US/Canadian dollars)
- Number of employees not covered by a formally adopted standard, policy or agreement that receive sustainable compensation
- A brief description of the standard, policy, or poverty guideline used to determine the sustainable compensation floor(s), including the year last updated
- A brief description of any benefits included as compensation for each of the following job types: regular full-time, regular part-time, temporary

Optional
- The website URL where information about the institution's sustainable compensation policies and practices is available
- The local legal minimum hourly wage for regular employees (US/Canadian dollars)
- An indication of whether the institution has an onsite child care facility, partners with a local facility, and/or provides subsidies or financial support to help meet the child care needs of faculty and staff
- An indication of whether the institution has an employee assistance or wellness program that provides counseling, referral, and well being services to employees
- An indication of whether the institution offers a socially responsible investment option for retirement plans
- Notes about the submission

F. Measurement

Timeframe
Report on current compensation status and offerings, for example at a single point during the performance year that aligns with other institutional commitments

Sampling and Data Standards
Not applicable

G. Standards and Terms

Basic Needs
Basic needs include food, water, housing, energy, clothing, healthcare, transportation, education, and childcare, as well as funds for savings and discretionary spending.

Collective Bargaining
Collective bargaining is the negotiation of written agreements regarding working conditions and terms of employment between an employer or a group of employers and one or more representative workers’ organizations.
Formally Adopted
Formally adopted policies are those whose existence and function are integrated into the institution's organizational structure.

Poverty Guideline, Threshold or Low-Income Cut-Off
An official indicator used to determine eligibility for public benefits to meet basic needs. For example, in the 48 contiguous U.S. states and the District of Columbia, the [official 2012 poverty guideline](https://www.census.gov/programs-surveys/poverty/socdemo/hh-income-poverty/2012-guidelines.html) for a family of four is $23,050, which is equivalent to $11.08 per hour. 120 percent of the guideline is $27,660 or $13.30 per hour. There is no official poverty guideline or threshold for Canada, however an institution may use the appropriate [Low Income Cut-Off (LICO)](https://www.celap.ca/lincos/) for a family of four.

In locations where no appropriate poverty guideline exists, institutions are encouraged to use the best available methodology that is appropriate for their context. At minimum, such an institution may adjust the U.S. poverty indicator by the ratio of their country's Gross Domestic Product (GDP) per capita to the U.S. GDP per capita. GDP per capita figures may be drawn from the CIA [World Factbook](https://www.cia.gov/library/publications/the-world-factbook/index.html).

Regular Full-Time, Regular Part-Time, and Temporary Employees
Institutions may use their own established definition of each job type referenced.

Sustainable Compensation
Sustainable compensation is defined as wages that are sufficient to meet the basic economic, physical, and social needs of employees and their dependents.

A sustainable compensation standard or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs (see above). For example, a sustainable compensation (or “living wage”) policy may index hourly wages to a poverty guideline or to local cost-of-living. A labor market survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy for this credit.
PAE 9: Workplace Health and Safety

3 points available

A. Credit Rationale
This credit recognizes institutions that help ensure the health and safety of their employees. Committees with joint representation by workers and management can help facilitate a positive health and safety culture on campus and contribute to reducing the number of workplace injuries and occupational disease cases. Institutions that reduce workplace injuries and occupational disease cases help ensure that all employees have a safe working environment.

B. Criteria

Part 1
Institution has formal joint management-worker health and safety committee(s) that help monitor and advise on occupational health and safety programs. At least 50 percent of the members of each committee represent workers, i.e. are non-management employees selected by workers to represent them.

Part 2
Institution has reduced its total number of workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 3
Institution has less than 5 workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety (e.g. workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as OSHA or CCOHS). Injuries and disease cases include fatal and non-fatal injuries arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See Sampling and Data Standards, below, for further guidance on reporting injuries and disease cases.

C. Applicability
This credit applies to all institutions.

D. Scoring
Each part is scored independently.
**Part 1**

1 point is awarded for having formal joint management-worker health and safety committee(s) that meet the criteria above. Partial points are not available for Part 1.

**Part 2**

Institutions earn the maximum of 1 point available for Part 2 for having no workplace injuries and occupational disease cases in the performance year. Incremental points are awarded based on the reduction achieved from a baseline. For example, an institution that reduced its total number of workplace injuries and occupational disease cases per FTE employee by 50 percent compared to a baseline would earn 0.5 points (half of the points available for Part 2).

STARS awards only positive points; points will not be deducted if the total number of workplace injuries and occupational disease cases per FTE employee increased rather than decreased during the time period.

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

$$
\text{Points Earned} = 1 \times \left( \left[ \frac{A}{B} - \frac{C}{D} \right] / \frac{A}{B} \right)
$$

A = Number of workplace injuries and occupational disease cases, baseline year

B = FTE employees, baseline year

C = Number of workplace injuries and occupational disease cases, performance year

D = FTE employees, performance year

**Part 3**

Institutions earn the maximum of 1 point available for Part 3 for having no workplace injuries and occupational disease cases in the performance year. Incremental points are awarded based on the institution’s performance between the minimum performance threshold of 5 workplace injuries and occupational disease cases per 100 FTE employees and the performance target of 0 injuries and disease cases. For example, an institution that had 2.5 workplace injuries and occupational disease cases per 100 FTE employees in the performance year would earn 0.5 points (half of the points available for Part 3).

Points earned are calculated according to the formula below. Please note that users do not have to calculate the number of points earned themselves; points earned will be calculated automatically when the data listed under Section E: Reporting Fields is entered in the online Reporting Tool.
Points Earned = 1 × \{ [ 5 – (100 × A/B) ] / 5 \}

A = Number of workplace injuries and occupational disease cases, performance year
B = FTE employees, performance year

E. Reporting Fields

Required
- An indication of whether the institution has formal joint management-worker health and safety committee(s) that help monitor and advise on occupational health and safety programs.
- An indication of whether the institution is reporting baseline data from a single year or a 3-year average
- Baseline year (report the middle year if using a 3-year average)
- Number of workplace injuries and occupational disease cases, baseline year
- Number of FTE employees, baseline year
- An indication of whether the institution is reporting performance year data from a single year or a 3-year average
- Performance year (report the middle year if using a 3-year average)
- Number of workplace injuries and occupational disease cases, performance year
- Number of FTE employees, performance year
- An indication of whether the institution includes minor (first-aid level) injuries in the data
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Optional
- The website URL where information about the institution’s workplace health and safety initiatives is available
- Notes about the submission

F. Measurement

Timeframe

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

Report FTE employees from the same time period as that from which workplace health and safety data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the injuries and disease cases performance period). Institutions may use an average from throughout the period or a snapshot at a single representative point during the period (e.g. the fall figures reported to IPEDS by U.S. institutions).

**Baseline Year**

Report data from the baseline year, which may be any year from 1990 to the present. Recommended best practices for defining a baseline include:

- Use baselines adopted in formal sustainability plans or policies or previous STARS submissions
- Use the average of three consecutive years to reduce the impact of outliers. Institutions using 3-year averages should report the middle of the three years in the "Baseline year” reporting field.
- Use the same baseline year for multiple credits to reduce reporting requirements. For example, institutions using 2005 for all STARS credits that are baseline-based would only have to report baseline weighted campus user data once.
- Ensure that baseline and performance year data are valid and reliable (e.g. that the data were gathered in the same manner)

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

Report FTE employees from the same period as that from which workplace health and safety data are drawn (e.g. the consecutive 12-month or 3-year period that most closely overlaps with the injuries and disease cases baseline period). Institutions may use an average from throughout the period or a snapshot at a single representative point during the period (e.g. the fall figures reported to IPEDS by U.S. institutions).

**Sampling and Data Standards**

U.S. and Canadian institutions should report the total number of fatal and non-fatal injuries and occupational disease cases as reported to the [Occupational Health and Safety Administration](https://www.osha.gov) (OSHA) and the Canadian [Center for Occupational Health and Safety](https://www.ccohs.ca) (CCOHS), respectively. Other institutions should report data as generally required by the health and safety authority with jurisdiction over the institution. Minor (first-aid level) injuries should be excluded if possible.

Consistent with the U.S. [Integrated Postsecondary Education Data System](https://nces.ed.gov/ipeds) (IPEDS), the full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff.
G. Standards and Terms

Full-Time Equivalent
Consistent with the Organization for Economic Co-operation and Development (OECD), full-time equivalent (FTE) is defined as follows:

A full-time equivalent, sometimes abbreviated as FTE, is a unit to measure employed persons or students in a way that makes them comparable although they may work or study a different number of hours per week.

The unit is obtained by comparing an employee's or student's average number of hours worked to the average number of hours of a full-time worker or student. A full-time person is therefore counted as one FTE, while a part-time worker / student gets a score in proportion to the hours he or she works or studies. For example, a part-time worker employed for 20 hours a week where full-time work consists of 40 hours, is counted as 0.5 FTE.

The workforce of an enterprise, activity, or country etc. can then be added up and expressed as the number of full-time equivalents. In the context of education the FTE unit attempts to standardize a student's actual course load in comparison with the normal course load.

Minimum Performance Threshold
The minimum performance threshold for this credit was determined based on 2010 data for the educational services sector from the U.S. Department of Labor, Bureau of Labor Statistics. Data available from http://www.bls.gov/iif/oshsum.htm
PAE 10: Employee Engagement

3 points available

A. Credit Rationale
This credit recognizes institutions that support the engagement of their employees by conducting a regular survey or other evaluation and by involving employees as campus stakeholders. Evaluating employee engagement helps institutions gauge their performance as an employer and can identify strengths as well as areas for development. Regularly involving employees as stakeholders not only increases employee engagement with the institution, it can also produce more successful policies and decisions.

B. Criteria

Part 1
Institution has conducted a survey or other evaluation within the previous three years that allows for anonymous feedback to measure employee engagement. 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 evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

An evaluation that is open to faculty members only may not count on its own, but may be reported in conjunction with an evaluation targeted toward staff.

Part 2
Institution regularly engages employees as stakeholders. Mechanisms may include multi-stakeholder forums, management/union structures, advisory panels, employee “town halls”, and other vehicles that enable employees to engage in two-way or multi-way communication and collaboration with administrators and/or governing bodies.

Surveys and evaluations, focus groups, workshops, contract negotiations, and other forms of one-way or limited two-way communication do not count for Part 2 of this credit. Mechanisms that engage faculty members only may not count on their own, but may be reported in conjunction with mechanisms that engage staff.

C. Applicability
This credit applies to all institutions.
**D. Scoring**

Each part is scored independently.

**Part 1**

Institutions earn 1.5 points for conducting an employee engagement evaluation that meets the criteria for Part 1. Partial points are not available for Part 1.

**Part 2**

Institutions earn 1.5 points for regularly engaging employees as stakeholders. Partial points are not available for Part 2.

**E. Reporting Fields**

**Required**

- An indication of whether the institution has conducted an employee engagement survey or other evaluation that meets the criteria for Part 1 of this credit
- An indication of whether the institution has engaged employees as stakeholders during the previous 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

**Conditional**

Required if the institution is claiming points for conducting an employee engagement evaluation (**Part 1**):

- A brief description of the institution's methodology for evaluating employee engagement
- A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation, including examples from the previous three years
- The year the employee engagement evaluation was last administered

Required if the institution is claiming points for regularly engaging its employees as stakeholders (**Part 2**):

- A brief description of the institution's mechanisms for engaging employees as stakeholders, including examples from the previous three years

**Optional**

- The website URL where information about the institution's employee engagement process is available
- Notes about the submission
F. Measurement

Timeframe
Report on the most recent employee engagement evaluation conducted and current policies and practices

Sampling and Data Standards
Institutions may choose to use a representative sample to measure employee engagement

G. Standards and Terms

Representative Sample
A representative sample is a subset of a population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like.
PAE 11: Staff Professional Development

3 points available

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

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

C. Applicability
This credit applies to all institutions.

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

E. Reporting Fields

Required
- An indication of whether the institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to
questions regarding the data once submitted and available to the public.

**Conditional**
Required if the institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year:
- □ A brief description of the sustainability trainings and professional development opportunities available to staff

**Optional**
- □ The website URL where information about staff training opportunities in sustainability are available
- □ Notes about the submission

**F. Measurement**

**Timeframe**
Report on current program status and offerings.

**Sampling and Data Standards**
Not applicable

**G. Standards and Terms**
Not applicable
PAE 12: Employee Orientation

2 points available

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

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

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 2 points available for this credit when sustainability topics are covered in orientation and/or outreach and guidance materials that are made available to all new employees. Incremental points are available based on the percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics. For example, an institution that offers outreach materials that meet the criteria to 50 percent of its new employees would earn 1 point (half of the points available for this credit).

E. Reporting Fields

Required
- The percentage of new employees (including faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics
- A brief description of how sustainability is included in new employee orientation, including how multiple dimensions of sustainability are addressed
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.
Optional
- The website URL for the information about sustainability in new employee orientation
- Notes about the submission

F. Measurement

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

Sampling and Data Standards
Not applicable

G. Standards and Terms
Not applicable
PAE 13: Employee Educators Program

5 points available

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

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

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

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

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in PAE 11: Staff Professional Development. Sustainability committees that are tasked by administrators or governing bodies to advise on and implement policies and programs related to sustainability on campus are covered in PAE 1: Sustainability Coordination and do not count for this credit.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 5 points for this credit by having a peer-to-peer educator program that serves (i.e. directly targets) all employees (full- and part-time staff and faculty). Incremental points are awarded based on the percentage of employees served by the peer-to-peer educator program. For example, an institution with a program that serves 50 percent of all employees would earn 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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Employees Served by a Peer-to-Peer Outreach Program</th>
<th>Divide</th>
<th>Total Number of Employees</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>x</td>
<td>_____</td>
<td>÷</td>
<td>_____</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Example: Employee Educators Program**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Employees Served by a Peer-to-Peer Outreach Program</th>
<th>Divide</th>
<th>Total Number of Employees</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>x</td>
<td><strong>250</strong></td>
<td>÷</td>
<td><strong>500</strong></td>
<td>=</td>
<td><strong>2.5</strong></td>
</tr>
</tbody>
</table>
E. Reporting Fields

**Required**
- □ An indication of whether the institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit
- □ An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

**Conditional**
Required if the institution is claiming points for having an ongoing faculty/staff peer-to-peer sustainability outreach and education program:
- □ Total number of people employed by the institution (head count, not FTE)
- □ For each peer-to-peer outreach program, report
  - o Program name
  - o Number of employees served by the program
  - o A brief description of how the employee educators are selected
  - o A brief description of the formal training that the employee educators receive
  - o A brief description of the staff and/or other financial support the institution provides to the program

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

F. Measurement

**Timeframe**
Report on current program status and offerings.

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

G. Standards and Terms
Not applicable


**Investment**

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

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

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAE 14</td>
<td>Committee on Investor Responsibility*</td>
<td>2</td>
</tr>
<tr>
<td>PAE 15</td>
<td>Sustainable Investment*</td>
<td>12</td>
</tr>
<tr>
<td>PAE 16</td>
<td>Investment Disclosure*</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

*credit does not apply to all institutions

**Optional Reporting Fields**

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
PAE 14: Committee on Investor Responsibility

2 points available

A. Credit Rationale
This credit recognizes institutions with an established and active committee on investor responsibility (CIR) with multi-stakeholder representation. Establishing a CIR provides a structure for fostering dialogue on investment decisions, and can help campuses make responsible investment decisions that promote sustainability. Drawing CIR membership from multiple sectors of the campus community provides educational experiences for involved students, faculty, alumni, and staff. In addition, a multi-stakeholder CIR is consistent with the sustainability principle of shared governance.

B. Criteria
Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution’s investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

C. Applicability
This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

D. Scoring
Institutions earn 2 points for having a CIR or other body that meets the criteria outlined above. Partial points are not available for this credit.

E. Reporting Fields

Required
- An indication of whether the institution has a formally established and active CIR or similar body that meets the criteria for this credit
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to
questions regarding the data once submitted and available to the public.

**Conditional**

Required if the institution is claiming points for having a CIR or similar body:

- The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns
- Members of the CIR, including affiliations
- Examples of CIR actions during the previous 3 years
- Optional The website URL where information about the committee is available
- Notes about the submission

**F. Measurement**

**Timeframe**

Report on current committee composition and practices.

**Sampling and Data Standards**

Not applicable

**G. Standards and Terms**

Not applicable
PAE 15: Sustainable Investment

12 points available

A. Credit Rationale
This credit recognizes institutions that use their investment power to promote corporate sustainability. This could take the form of making positive investments that promote sustainability or engaging with companies in which they already hold investments. Positive investing supports socially and environmentally responsible practices and the development of sustainable products and services. Active investor engagement can help align an institution’s investments with its values, protect the institution from the financial consequences of fines, lawsuits, customer boycotts and damages to a company’s reputation that may result from unsustainable corporate behavior, and improve the sustainability performance of the businesses it invests in. Both types of activities contribute toward a more just and sustainable financial system.

B. Criteria
There are two possible approaches to earning points for this credit. Institutions may pursue one or both. Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the activities of those entities.

Option 1. Institution invests in one or more of the following:
- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performance (e.g. certified B Corporations)
- Sustainability investment funds, such as a renewable energy or impact 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.
- Green revolving loan funds that are funded from the endowment

and/or

Option 2. Institution has policies and/or practices that meet one or more of the following criteria:
- Has a publicly available sustainable investment policy, for example to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment screening policy, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

C. Applicability
This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments less than US $1 million may choose to omit this credit.

D. Scoring
An institution earns the maximum of 12 points available for this credit by investing 100 percent of its investment pool in one or more of ways listed in Option 1 (above) or by investing 50 percent of its investment pool sustainably and meeting all of the investor engagement criteria listed in Option 2 (above). Incremental points are available for Option 1 and partial points are available for Option 2. Each option is scored as follows:

- **Option 1: Positive Sustainability Investment**
  Institutions earn the maximum of 12 points available in Option 1 by investing 100 percent of its investment pool in one or more of the ways listed above. Incremental points are awarded based on the percentage of the institution’s investment pool that is invested sustainably. For example, an institution that invested 50 percent of its investment pool sustainably would earn 6 points (half of the points available in Option 1).

| Enter values as indicated below to calculate points earned using Option 1 |
| Points will be calculated automatically when data are entered in the STARS online Reporting Tool |

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Value of Positive Sustainability Investments</th>
<th>Divide</th>
<th>Total Value of the Investment Pool</th>
<th>Equals</th>
<th>Total Points Earned for Option 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>×</td>
<td>_____</td>
<td>÷</td>
<td>_____</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
• **Option 2: Investor Engagement**
  1 point is awarded for each of the policies or practices listed. An institution with all of the policies and practices listed would earn the maximum of 6 points available for Part 2.

Total points earned for this credit are calculated according to the following table:

<table>
<thead>
<tr>
<th>Points Earned in Option 1: Positive Sustainability Investments</th>
<th>Add</th>
<th>Points Earned in Option 2: Investor Engagement</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(up to 12 available)</td>
<td>+</td>
<td>(up to 6 available)</td>
<td>=</td>
<td>(up to 12 available)</td>
</tr>
</tbody>
</table>

Points will be calculated automatically when data are entered in the STARS online Reporting Tool.
Scoring Example: Sustainable Investment

Model College’s investment pool totals $100 million. The college invests $20 million in sustainable industries and community development financial institutions. The college also engages as an investor in 3 ways, by: (1) having a sustainable investment policy; (2) using its policy to select and engage its investment managers; and (3) participating in the Investor Network on Climate Risk.

- **Option 1: Positive Sustainability Investment**

  
<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Value of Positive Sustainability Investments</th>
<th>Divide</th>
<th>Total Value of the Investment Pool</th>
<th>Equals</th>
<th>Total Points Earned for Option 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>×</td>
<td>20 million</td>
<td>÷</td>
<td>100 million</td>
<td>=</td>
<td>2.4</td>
</tr>
</tbody>
</table>

- **Option 2: Investor Engagement**

  1 point is awarded for each of the policies or practices listed for a total of 3 points.

Total points earned for this credit are calculated according to the following table:

<table>
<thead>
<tr>
<th>Points Earned in Option 1: Positive Sustainability Investments</th>
<th>Add</th>
<th>Points Earned in Option 2: Investor Engagement</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4</td>
<td>+</td>
<td>3</td>
<td>=</td>
<td>5.4</td>
</tr>
</tbody>
</table>

**E. 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)
- Community development financial institutions (CDFI) (US/Canadian dollars)
- Socially responsible mutual funds with positive screens (US/Canadian dollars)
- Green revolving funds funded from the endowment (US/Canadian dollars)

☐ An indication of whether the institution has a publicly available sustainable investment policy

☐ An indication of whether the institution uses its sustainable investment policy to select and guide investment managers

☐ An indication of whether the institution has engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years

☐ An indication of whether the institution has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years

☐ An indication of whether the institution has a publicly available investment screening policy

☐ An indication of whether the institution engages in policy advocacy by participating in investor networks and/or engages in inter-organizational collaborations to share best practices

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

**Conditional**

Required if the institution is claiming points for positive sustainability investments **(Option 1):**

☐ A brief description of the companies, funds, and/or institutions referenced above. Specific disclosure of holdings (e.g. fund or company names) is not required; general information about the industries or fund types represented by the holdings is sufficient.

Required if the institution is claiming points for having a publicly available sustainability investment policy:

☐ Upload policy or provide a website URL where policy is available

Required if the institution is claiming points for using its sustainable investment policy to select and guide investment managers:

☐ A brief description of how the policy is applied, including recent examples

Required if the institution is claiming points for engaging in proxy voting:
Upload proxy voting guidelines or proxy record, provide a website URL where guidelines or record is available, or provide an indication that managers are adhering to policy

Required if the institution is claiming points for engaging with corporations in its portfolio about sustainability issues during the previous three years:

Examples of how the institution has engaged with corporations about sustainability issues during the previous three years

Required if the institution is claiming points for having an investment screening policy:

A brief description of the policy and how it has been implemented

Approximate percentage of endowment that the policy applies to

Required if the institution is claiming points for engaging in policy advocacy by participating in investor networks and/or inter-organizational collaborations:

A brief description of the networks and/or collaborations

Optional

The website URL where information about the institution's sustainable investment efforts is available

Notes about the submission

F. Measurement

Timeframe
Report on current policies and actions taken within the past three years.

Sampling and Data Standards
Report on a snapshot of the entire investment portfolio in Option 1. 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.

G. Standards and Terms

B Corporations
Certified B Corporations are a type of corporation that meets comprehensive and transparent social and environmental performance standards, meets higher legal accountability standards, and builds business constituency for public policies that support sustainable business. B Lab, a nonprofit organization, certifies B Corporations.

Community Development Financial Institution
Consistent with the Responsible Endowments Coalition, a CDFI is defined as:
A financial institution established to provide credit, financial services, and other services to underserved markets or populations.

Investing in CDFIs promotes sustainability by helping provide credit to individuals and communities who are underserved by conventional lending institutions. In addition, CDFIs provide an opportunity for institutions to invest in their local communities.

**Investment Pool**
Consistent with the National Association of College and University Business Officers (NACUBO), “investment pool“ is defined as:

The predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies.

**Positively Screened Fund**
A fund in which managers proactively select businesses based on exemplary social and/or environmental performance.

**Negative Screen**
Consistent with the Responsible Endowments Coalition negative screens are defined 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**
Consistent with the Responsible Endowments Coalition, shareholder resolutions are defined as:

Formal statements that are sent annually to every single shareholder of a publicly traded company on a “proxy ballot.” Shareholder resolutions are also known as shareholder proposals or proxy resolutions. These resolutions usually work like a nonbinding referendum on a specific issue within a firm. [...] 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 16: Investment Disclosure

2 points available

A. Credit Rationale
This credit recognizes institutions that regularly make their investment holdings publicly available. The transparency ensured by public disclosure acts as an important accountability mechanism and as a learning tool for students and other stakeholders.

B. Criteria
Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

C. Applicability
This credit applies to all institutions that have an investment pool.

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

E. Reporting Fields

Required
- An indication of whether the institution makes a snapshot of its investment holdings available to the public
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional
Required if the institution makes a snapshot of its investment holdings available to the public:
- Upload snapshot of holdings or provide a website URL where holdings are available

Optional
- Notes about the submission

F. Measurement

Timeframe
Report on the current holdings (i.e. most recent snapshot available).
Sampling and Data Standards
Not applicable

G. Standards and Terms

Investment Pool
Consistent with the National Association of College and University Business Officers (NACUBO), “investment pool” is defined as:

The predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies.
Public Engagement

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

<table>
<thead>
<tr>
<th>Credit Number</th>
<th>Credit Title</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAE 17</td>
<td>Community Partnerships</td>
<td>4</td>
</tr>
<tr>
<td>PAE 18</td>
<td>Inter-Campus Collaboration</td>
<td>2</td>
</tr>
<tr>
<td>PAE 19</td>
<td>Continuing Education*</td>
<td>6</td>
</tr>
<tr>
<td>PAE 20</td>
<td>Community Service Participation</td>
<td>4</td>
</tr>
<tr>
<td>PAE 21</td>
<td>Community Service Hours</td>
<td>4</td>
</tr>
<tr>
<td>PAE 22</td>
<td>Participation in Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PAE 23</td>
<td>Community Stakeholder Engagement</td>
<td>3</td>
</tr>
<tr>
<td>PAE 24</td>
<td>Trademark Licensing*</td>
<td>2</td>
</tr>
<tr>
<td>PAE 25</td>
<td>Guidelines for Business Partners</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

* credit does not apply to all institutions

Optional Reporting Fields

- A brief text summary of the institution’s activities relevant to this subcategory
- An image associated with this subcategory (upload)

Institutions have the opportunity to provide a summary of their activity relevant to each STARS subcategory, as well as an image (i.e. photograph) associated with the subcategory. There is a prompt in the Reporting Tool that will allow this information to be included in the institution’s submission. The Subcategory Summary will be available on the front page of the institution’s STARS Report. Every institution is encouraged to provide a summary for each subcategory in STARS.
PAE 17: Community Partnerships

4 points available

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

B. Criteria

Part 1
Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses or other entities, to work together to advance sustainability within the community. The partnership(s) engage community members in leadership and decision-making roles and address the social, economic and/or environmental dimensions of sustainability.

Part 2
Institution’s students and/or faculty partner with local community members to conduct collaborative, community-based research and/or other forms of participatory scholarship that address sustainability challenges. The research addresses topics identified by community members as relevant to the community’s needs, engages community members as active and equal participants, and has the aim of combining knowledge and action to achieve positive sustainability outcomes.

This credit recognizes campus-community partnerships that advance sustainability in a systemic and participatory way. Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships, they are not included in this credit. Community service is covered by PAE 20: Community Service Participation and PAE 21: Community Service Hours.

C. Applicability
This credit applies to all institutions.

D. Scoring
Each part is scored independently.

Part 1
Institutions earn 2 points for having formal partnerships that meet the criteria outlined above. Partial points are not available for Part 1.
Part 2
Institutions earn 2 points for conducting collaborative, community-based research and/or other forms of participatory scholarship that meet the criteria outlined above. Partial points are not available for Part 2.

Credit Example: Community Partnerships, Part 1

To earn points for Part 1 of this credit, institutions must formally engage with their community to advance sustainability. Since the structure, format, and organization of community collaboration vary across institutions, “formal partnerships” may take different forms at each institution.

Example 1: An organic garden for youth
Example University partners with a local middle school to co-sponsor an afterschool organic gardening program for urban youth in Example University’s neighborhood. Example University provides some operational expenses as well as paid student interns.

Example 2: Participation in a local green jobs alliance
Example University joins a local alliance of higher education institutions, schools, non-profits and the City of Example to assist in the creation of local green jobs. Example University hosts a panel discussion and press conference at their campus to highlight the work of the local alliance.

E. Reporting Fields

Required
- An indication of whether the institution has formal sustainability partnership(s) with the local community that meet the criteria for Part 1 of this credit
- An indication of whether the institution conducts collaborative, community-based research and/or other forms of participatory scholarship that meet the criteria for Part 2 of this credit
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is claiming points for having formal sustainability partnership(s) with the local community (Part 1):
A brief description of the institution’s formal sustainability partnerships with the local community, including how community members are engaged in leadership and decision-making roles and how the partnerships address the social, economic and environmental dimensions of sustainability

Required if the institution is claiming points for community-based research and scholarship (Part 2):

A brief description of the institution’s community-based research and scholarship, including how community members are engaged as active and equal participants and how it contributes to positive sustainability outcomes

Optional

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

The website URL where information about the institution’s sustainability partnerships is available

The website URL where information about the institution’s community-based research and scholarship is available

Notes about the submission

F. Measurement

Timeframe
Report on current partnerships and/or partnerships that were active during the past three years.

Sampling and Data Standards
Not applicable

G. Standards and Terms

Formal Partnerships
Since the structure, format, and organization of community collaboration vary across institutions, “formal partnerships” may take different forms at each institution. Generally speaking, formal partnerships are purposeful, lasting, mutually beneficial relationships.
PAE 18: Inter-Campus Collaboration

2 points available

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

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

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

C. Applicability
This credit applies to all institutions.

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

E. Reporting Fields

Required
- An indication of whether the institution collaborates with other colleges and universities to support and help build the campus sustainability community
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is claiming points for collaborating with other colleges and universities to support and help build the campus sustainability community:
- 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
Optional
□ The website URL where information about cross-campus collaboration is available
□ Notes about the submission

F. Measurement

Timeframe
Report on current cross-campus collaborations and/or collaborations that were active during the past three years.

Sampling and Data Standards
Not applicable

G. Standards and Terms
Not applicable

Credit Example: Inter-Campus Collaboration

Institutions earn this credit by working with other colleges and universities to advance sustainability. There are many potential opportunities for collaboration. The following examples are provided to illustrate potential approaches.

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

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

Example 3: Formal sustainability leadership
Example University sits on the leadership group of a state or regional sustainability organization or association to help guide its work, from conference planning and hosting to publications to decision-making on grant and scholarship applications.
PAE 19: Continuing Education

6 points available

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

B. Criteria

Part 1
Institution offers continuing education courses that 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.

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

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

D. Scoring
Each part of this credit is scored separately.

Part 1
Institutions earn the maximum of 3 points for Part 1 of this credit when sustainability courses comprise 10 or more percent of all continuing education courses offered. Incremental points are awarded 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 1.5 points (half of the points available for Part 1). Courses that can be taken for academic credit are not included in this credit. Points earned are calculated according to the following table:
Part 2
Institutions earn 3 points in Part 2 of this credit for having a certificate program that meets the criteria outlined above. Partial points are not available for this part of the credit.

Scoring Example: Continuing Education

Part 1
Example Community College offered 600 continuing education courses during the past year. Of those courses, 25 were sustainability related or focused.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Sustainability Continuing Education Courses</th>
<th>Divide</th>
<th>Total Number of Continuing Education Courses Offered</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>×</td>
<td>25</td>
<td>÷</td>
<td>600</td>
<td>=</td>
<td>(up to 3 available)</td>
</tr>
</tbody>
</table>

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 = 1.25 + 3.00
Total points = 4.25
E. Reporting Fields

Required
□ An indication of whether the institution offers continuing education courses that are focused on or related to sustainability
□ An indication of whether the institution has a sustainability-related certificate program through its continuing education or extension department
□ An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is 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

F. Measurement

Timeframe

Part 1
Report on the most recent data available. Institutions may count course offerings from one, two, or three academic years, as long as the 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
G. Standards and Terms

Continuing Education
Continuing education includes non-credit courses and programs that train community members and help build knowledge about particular subjects. Continuing education is inclusive of non-credit, community education and extension courses and programs.

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.

Further guiding information can be found in ER 1: Academic Courses.
PAE 20: Community Service Participation

4 points available

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

B. Criteria
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.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 4 points available for this credit by engaging their entire student body in community service. Incremental points are awarded based on the percentage of students that contribute community service. For example, an institution where 50 percent of students contributed some community service would earn 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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Students Engaged in Community Service</th>
<th>Divide</th>
<th>Total Number of Students</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>( \times )</td>
<td>_____</td>
<td>( \div )</td>
<td>_____</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Scoring Example: Community Service Participation

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Students Engaged in Community Service</th>
<th>Divide</th>
<th>Total Number of Students</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>×</td>
<td>750</td>
<td>÷</td>
<td>2,000</td>
<td>=</td>
<td><strong>1.5</strong></td>
</tr>
</tbody>
</table>

E. 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional

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

F. 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. Institutions may also choose to exclude part-time, continuing education and/or non-credit students, as long as they are excluded from both the count of students engaged in community service and the count of total students.

G. Standards and Terms

Community Service
Consistent with The President’s Higher Education Community Service Honor Roll (U.S.), community service is defined as:

Activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service learning, co-curricular service learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g. serving food to the needy) and indirect service (e.g. assessing community nutrition needs or managing a food bank).

Representative Sample
A representative sample is a subset of a population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like.
PAE 21: Community Service Hours

4 points available

A. 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.

B. 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.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 4 points available for this credit by engaging their students in an average of 20 hours of community service per year. Incremental points are awarded based on the average number of hours contributed. For example, an institution where students contributed an average of 10 hours per year would earn 2 points (half of the points available for this credit). Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Total Number of Student Community Service Hours Contributed</th>
<th>Divide</th>
<th>Total Number of Students</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.2</td>
<td>×</td>
<td>____</td>
<td>÷</td>
<td>____</td>
<td>=</td>
<td>(Up to 4 available)</td>
</tr>
</tbody>
</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
Scoring Example: Community Service Hours

Example University enrolls 7,500 students. Example University students contributed 45,000 hours of community service during the past year.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Total Number of Student Community Service Hours Contributed</th>
<th>Divide</th>
<th>Total Number of Students</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.2</td>
<td>×</td>
<td>45,000</td>
<td>÷</td>
<td>7,500</td>
<td></td>
<td>1.2</td>
</tr>
</tbody>
</table>

E. Reporting Fields

Required
- The number of student community service hours contributed during a one-year period
- 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional
- The website URL where information about the institution’s community service initiatives is available
- Notes about the submission

F. 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. Institutions may also choose to exclude part-time, continuing education and/or non-credit students, as long as they are excluded from both the count of students engaged in community service and the count of total students.
G. Standards and Terms

Community Service
Consistent with The President's Higher Education Community Service Honor Roll (U.S.), community service is defined as:

Activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service learning, co-curricular service learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g. serving food to the needy) and indirect service (e.g. assessing community nutrition needs or managing a food bank).

Representative Sample
A representative sample is a subset of a population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like.
PAE 22: Participation in Public Policy

3 points available

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

B. Criteria
Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

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

C. Applicability
This credit applies to all institutions.

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

E. Reporting Fields

Required
- An indication of whether the institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability
- An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is claiming points for advocating for public policies that support sustainability:
□ 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

Optional
□ A brief description of other political positions the institution has taken during the previous three years
□ A brief description of political donations the institution made during the previous three years
□ The website URL where information about the institution’s advocacy efforts are available
□ Notes about the submission

F. Measurement

Timeframe
Report on sustainability policy advocacy efforts that took place during the previous three years. The report does not have to include all advocacy efforts.

Sampling and Data Standards
Not applicable

G. Standards and Terms
Not applicable
PAE 23: Community Stakeholder Engagement

3 points available

A. Credit Rationale
This credit recognizes institutions that identify and engage community stakeholders in the college or university’s institutional planning, development efforts, capital investment projects, and other activities and decisions that affect the broader community. Stakeholder engagement is a critical component of sustainable development. Engaging community members on a participatory basis, particularly those that have been historically underrepresented, can build common agreement, ownership and support for projects. A development project or other activity is more likely to meet with long-term success if the institution is able to meet the needs of community stakeholders.

B. Criteria
Institution has engaged community stakeholders (including any vulnerable and/or underrepresented groups) in institutional activities and decisions during the previous three years. Relevant activities and decisions include institutional planning, development efforts, capital investment projects, and similar activities and decisions that affect the broader community. The means of engagement include:

1) **Consultation**, i.e. providing and exchanging information, opinions and options. Examples may include meetings with individuals, focus groups, listening sessions, participatory impact assessments, surveys and online feedback mechanisms.

and/or

2) **Collaboration**, i.e. empowering community members to participate in policy or program planning, implementation and review. Examples may include multi-stakeholder forums and panels, consensus building processes, and participatory decision-making processes.

Information-sharing and other forms of one-way communication do not count for this credit. For further guidance, see Section G. Standards and Terms.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 3 points available for this credit for having engaged community stakeholders through collaborative means during the previous three years. Institutions that have engaged community stakeholders through consultative means only during the previous three years earn 1 point (1/3 of the points available for this credit).
E. Reporting Fields

Required
- An indication of whether the institution has engaged community stakeholders through consultative means during the previous three years
- An indication of whether the institution has engaged community stakeholders through collaborative means during the previous 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional
Required if the institution is claiming points for having engaged community stakeholders during the previous three years:
- A brief description of community stakeholders engaged during the previous three years, including context and methods employed

Optional
- A brief description of the institution’s policies and/or procedures for identifying community stakeholders
- List of community stakeholders or website URL where a list is available
- The website URL where information about the institution’s community stakeholder engagement activities is available
- Notes about the submission

F. Measurement

Timeframe
Report on activities during the previous three years.

Sampling and Data Standards
Not applicable

G. Standards and Terms

Community Stakeholders
Consistent with the AA1000 Stakeholder Engagement Standard, stakeholders are defined as follows:

Relevant stakeholders are those individuals, groups of individuals or organizations that affect and/or could be affected by an organization's activities, products or services and associated performance with regard to the issues to be addressed by the
engagement. An organization may have many stakeholders, each with distinct attributes and often with diverse and sometimes conflicting interests and concerns.

**Consultation and Collaboration**
Consultation and collaboration may be distinguished by the following characteristics:

<table>
<thead>
<tr>
<th>Consultation</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Involves limited two-way communications, e.g. surveys, polls and many</td>
<td>• Requires two-way communication regarding policy or program change:</td>
</tr>
<tr>
<td>focus group exercises</td>
<td>between the institution and community members; among community members;</td>
</tr>
<tr>
<td>• Engages exclusively the leaders of stakeholder groups or representatives</td>
<td>and among community members and civil society groups</td>
</tr>
<tr>
<td>• Constitutes participation in a program where no decision-making power is</td>
<td>• Involves community members in policy or program development, from agenda</td>
</tr>
<tr>
<td>granted regarding the shape or course of the policy or program</td>
<td>setting and planning to decision-making, implementation and review</td>
</tr>
<tr>
<td>• Involves participants only in last phase of policy or program development</td>
<td>• Aims to share decision-making power and responsibility for those decisions</td>
</tr>
<tr>
<td>• Seeks approval for a pre-determined choice of alternatives</td>
<td>• Includes forums and processes through which community members come to an</td>
</tr>
<tr>
<td>• Fulfills “public consultation obligations“ without consensus building or</td>
<td>opinion which is informed and responsible</td>
</tr>
<tr>
<td>shared responsibility and decision-making</td>
<td>• Generates innovative ideas and active participation</td>
</tr>
<tr>
<td></td>
<td>• Contributes to collective problem solving and prioritization (deliberation)</td>
</tr>
<tr>
<td></td>
<td>• Requires that information and process be transparent</td>
</tr>
<tr>
<td></td>
<td>• Depends on mutual respect between all participants</td>
</tr>
</tbody>
</table>

Please note that consultative and collaborative activities may embody some but not all of these characteristics. Adapted from Sheedy et al., *Handbook on Citizen Engagement: Beyond Consultation*. Canadian Policy Research Networks, 2008.
PAE 24: Trademark Licensing

2 points available

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

B. Criteria
Institution is a member of the Fair Labor Association (FLA) or Worker Rights Consortium (WRC).

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

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

E. Reporting Fields

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

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

F. Measurement

Timeframe
Report on current participation status.
**Sampling and Data Standards**
Not applicable

**G. 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 make apparel and other products. Its membership is comprised of colleges and universities in the U.S., Canada and the U.K.
PAE 25: Guidelines for Business Partners

3 points available

A. Credit Rationale
This credit recognizes institutions that have sustainability policies or guidelines for the vendors, contractors and franchisees with which they do business. Institutions that engage their business partners can help guide them toward sustainable practices and instill a culture of sustainability throughout campus.

B. Criteria
Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require vendors, contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution’s sustainability policies and/or

2) Minimum standards and practices governing employee wages, benefits, and working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions (See Section G. Standards and Terms).

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution’s logo (“licensees“) are not included. They are covered in PAE 24: Trademark Licensing.

The credit acknowledges institutional engagement in guiding its business partners toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

C. Applicability
This credit applies to all institutions.
D. Scoring

Institutions earn the maximum of 3 points available for this credit when all of its business partners are covered by policies, guidelines and/or agreements that meet both of the criteria listed above. Incremental points are available based on whether all, some or none of the institution’s business partners are covered and whether the policies, guidelines and/or agreements meet one or both of the criteria. For example, an institution with guidelines that require some of its vendors, contractors, and franchisees to adhere to both minimum environmental standards and minimum standards governing employees would earn 1.5 points (half the points available for this credit). Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Policies, Guidelines and/or Agreements that Require Adherence to:</th>
<th>Vendors, Contractors and Franchisees Covered (Points Awarded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Environmental Standards</td>
<td>All (1.5)</td>
</tr>
<tr>
<td></td>
<td>Some (0.75)</td>
</tr>
<tr>
<td></td>
<td>None (0)</td>
</tr>
<tr>
<td>Minimum Standards Governing Employees</td>
<td>All (1.5)</td>
</tr>
<tr>
<td></td>
<td>Some (0.75)</td>
</tr>
<tr>
<td></td>
<td>None (0)</td>
</tr>
<tr>
<td>Total Points Earned</td>
<td></td>
</tr>
</tbody>
</table>

E. Reporting Fields

Required

- An indication of whether all, some or none of institution’s business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards
- An indication of whether all, some or none of institution’s business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employees
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional

Required if the institution is claiming points for this credit:
The website URL where the policies, guidelines, and/or agreements are posted OR a copy of the policies, guidelines, and/or agreements

Optional

- The website URL where information about the institution's guidelines for its business partners is available
- Notes about the submission

**F. Measurement**

**Timeframe**
Report on current policies and procedures.

**Sampling and Data Standards**
Not applicable

**G. Standards and Terms**

**Fundamental International Labor Organization (ILO) Conventions**
The ILO's Governing Body has identified eight conventions as "fundamental", covering subjects that are considered as fundamental principles and rights at work: freedom of association and the effective recognition of the right to collective bargaining; the elimination of all forms of forced or compulsory labor; the effective abolition of child labor; and the elimination of discrimination in respect of employment and occupation.

**Franchisees**
A franchise is a business operated on campus according to a relationship between the owner of a trademark, service mark, brand name, or advertising symbol (the franchisor) and the on-site owner/operator (the franchisee). Examples include name brand “fast food” outlets and coffee shops.

**Vendors and Contractors**
Vendors and contractors are individuals and businesses from whom the institution procures goods and/or services. Vendors and contractors include enterprises with on-site employees as well as those without on-site employees. Examples include suppliers, dining services contractors (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo), bookstore contractors, cleaning and maintenance services, independent contractors, and construction and demolition crews.
Innovation

4 credits available

A. Credit Rationale
These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

B. Criteria
1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2) In general, innovation credits should have roughly similar impacts or be on the same scale as a STARS credit.
3) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
4) The innovative practice, policy, program, or outcome should have occurred within the past three years.
5) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6) The innovative practice or program should originate from an area within the defined institutional boundary.
7) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
8) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
C. Applicability
All institutions may earn innovation credits. The section on scoring, below, explains how innovation credits are calculated in the overall score.

D. Scoring
Institutions may earn up to 4 innovation credits. Innovation credits are not required to be specific to any 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.

E. Reporting Fields
Please note that institutions will report on each innovation credit separately.

Required
- Title or keywords related to the innovative policy, practice, program, or outcome
- A brief description of the innovative policy, practice, program, or outcome
- An indication of the STARS subcategory(ies) that the innovation most closely relates to (select all that apply)
  - Curriculum
  - Research
  - Student Engagement
  - Air and Atmosphere
  - Buildings
  - Energy
  - Food
  - Grounds
  - Purchasing
  - Transportation
  - Waste
  - Water
  - Coordination and Planning
  - Diversity and Affordability
  - Human Resources
  - Investment
  - Public Engagement
  - The sustainability topic that the innovation is most closely related to is outside of
the STARS subcategories (Please specify topic and also select at least one related topic from the list above)

□ A letter of affirmation (see description in Section G: 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. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional

□ A brief description of any measurable outcomes associated with the innovation (if not reported above)

□ The website URL where information about the innovation is available

□ Upload an image associated with the innovation

□ Image credit

□ Notes about the submission

F. 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

G. 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 that is not employed by the 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 or organization to verify that the strategy is innovative. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
**Measurable Outcomes**

Once innovations are implemented, it is critical to monitor outcomes through quantitative, objective measures. Examples of measurable outcomes include annual reductions in resource consumption as a result of the innovation, number of people directly affected by the innovation, or annual dollars saved as a result of the innovation.